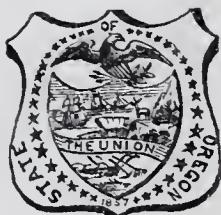


BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF

Public Instruction

OF THE
STATE OF OREGON,
TO THE
LEGISLATIVE ASSEMBLY.

TENTH REGULAR SESSION—1878.



SALEM, OREGON:
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BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION.

STATE OF OREGON,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
SALEM, Sept. 9, 1878. } }

To the Honorable the Legislative Assembly of the State of Oregon :

GENTLEMEN:—As required by law, I have the honor to transmit herewith the third biennial report of the Department of Public Instruction, for the period commencing September 11, 1876, and ending September 9, 1878, together with accompanying documents.

Very Respectfully,
L. L. ROWLAND,
Superintendent of Public Instruction.



REPORT.

PUBLIC EDUCATION.

There is no department of the State service, it is confidently believed, more vital to the dearest interest of the country, and for which taxes are more cheerfully paid, than that of public instruction. Nothing need be said here relative to the importance of popular education, nor is it necessary to urge in any manner whatever that its value is appreciated by the people of this State. Both its imperative importance and its popular appreciation are apparent to all.

It is pleasing, moreover, to be able to note the fact that no State or country has ever done more, under the circumstances, than has Oregon, to promote sound, thorough, practical education. The strong and growing educational sentiment throughout the State, inspires confident anticipations of even nobler achievements in the future. Parents and guardians not only, but the great aggregate community as well, are fully awake to the fact that no other legacy so rich was ever bequeathed to posterity as that of a good practical education, and all are keenly sensitive to any act, thought or feeling, that may in any respect endanger so inestimable a boon. Our institutions of learning are all regarded with interest and pride; and our people are ready to make generous sacrifices in order to further their permanent efficiency. They are quite fully aware, however, that our public schools must afford the masses,

for the most part, the only advantages of education that they may reasonably hope to enjoy; and hence there is a warmer general sympathy with these invaluable educational agencies than is exercised toward our academies and colleges. Public schools are, indeed, the people's colleges. In these must the masses, very largely, be taught whatever of science and art may be allotted to them in life. In these also must be laid, very largely, the foundation of future academic attainments. In these, too, will often be instilled principles and awakened aspirations that will give us many a bright and promising collegian. The State must and will, therefore, have its public schools; and they who are properly taught therein, however completely denied higher privileges, will be well qualified to act creditably their parts in life. An eminent friend of popular education wisely, though rather quaintly, says:

“To read the English language well, to write with dispatch a neat, legible hand, and be master of the first four rules of arithmetic, so as to dispose of, at once, with accuracy, every question of figures which comes up in practice, I call this a good education. And if you add the ability to write pure, grammatical English, I regard it as an excellent education. These are the tools. You can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little geology, and all other ologies and osophies, are ostentatious rubbish.”

CONDITION OF THE PUBLIC SCHOOLS.

It affords me very great pleasure to report the present condition of the public schools in so healthful and prosperous a condition. Perhaps there has never been a higher degree of improvement in all regards for the same

period, than during the two years last past. I speak thus in their commendation partly—indeed very largely—from personal observation; having extensively visited and studiously inspected schools in their practical workings, in connection with my tours of institute labors. While, however, our schools are being vastly improved in so many respects, yet many of their most ardent friends seem not adequately to realize the fact. It requires much careful study and patient reflection to appreciate these quiet but important advances. Schools of even superior excellence have made manifest improvement within this period. It is indeed highly gratifying to be able to represent our schools in so flourishing a condition, and their good character so fully established.

The school reports now required of every teacher, as per daily register, at the end of every term, call constant attention to the habits and progress of the pupils. Being more accurately kept, if teachers are faithful to fill the blanks, we can have a minute and complete view of the schools. Their perfections and defects may appear at a glance. But in practice, thus far, there is a lack of full reports. New teachers and new clerks fail to learn and do this duty in many cases. County Superintendents are left in the dark about matters which they ought to know, and they must, therefore, leave the State Superintendent to guess respecting the actual condition of some of the schools. Of others, fuller reports plainly show growth and promise.

In Portland, the grading of the schools has advanced in a very marked degree. By gentle steps the child is lead up steadily and surely. He is examined every five months, principally in writing, upon every study of the previous term. If he answers seventy per cent. of the

questions correctly, he passes honorably to the next grade.

Thus, a few years finds him graduating from the high school, with good mental and moral habits, and a fund of valuable knowledge, which he can increase by farther study or by practical experience.

The Salem Public Schools are pursuing the same graded course, with similar results. Other schools, especially in the towns and more thickly settled parts of the country, practice something of this system, as a sign of further steps in this direction.

Yet there are schools with little idea or means of progress. They need the thought, plan, aim and self-denying work of teachers and district officers to lift them out of the old rut and set them on a new and safe track. It is but justice, however, to the several hundred schools comprised in our list to compliment their steady progress from year to year, which augurs well for the future. Out of these common schools some of the most useful men and women in all our communities have come, enjoying no other school privileges. This system of instruction is our surest and safest method of training a people of diverse nationalities to common habits of thought and to harmony of purpose in social and civil life. The course of study adopted in the graded schools, above named, meets the present want fairly, fitting pupils well to enter the higher departments of instruction.

The school fund is believed to be in a better condition than it was two years ago. The State Superintendent of Public Instruction, however, is relieved (perhaps wisely) from the special oversight of the school lands and the school funds. The biennial report of the Board of School Land Commissioners gives full information upon this subject.

School building have recently received special attention. The last year has accomplished nobly in this regard, having done more, it is believed, than any two years prior. The consideration of suitable localities for school building is commanding much thoughtful attention.

School apparatus and furniture constitute a subject of growing interest at present, and many communities are giving it proper attention. Their value is appreciated, and very laudable efforts are being put forth to supply these long-neglected and ever-pleading wants of the school room. Many districts have made generous sacrifices in behalf of the praiseworthy enterprise. Very much, however, remains yet to be done.

TABULAR STATEMENTS.

The following tables, A and B, show the amount of money on hand and received, and the amount disbursed and remaining on hand for the years 1876-7 and 1877-8, as appears from County Superintendents' reports.

By referring to these tables, it will be seen that many items are not reported. The "financial statements" made by County Superintendents in their annual reports, will, in but very few cases, balance. Many of them report more money paid out than was received, and still have a large amount on hand, while others show a greater amount received than disbursed, but give no account of the difference. The explanation of these discrepancies is in deficient district clerks' reports. These officers have no uniform method of keeping books, and when they come to make reports their accounts are generally confused. As a result, the tables which follow do not give a correct exhibit of the receipts and disbursements of school moneys. It will doubtless be difficult, if not impossible, to get correct financial reports until the State prescribes a uniform plan by which district clerks' accounts shall be kept.

TABLE A.

SHOWING RECEIPTS AND AMOUNT ON HAND, FOR THE SCHOOL YEAR 1876-7.

COUNTIES.	State Appropriation.		Total.....	
	Coin.....	Currency	\$	1,137 00
County Appropriation			\$ 192 86	4,101 83
District Tax.....			\$ 435 50	9,556 89
Amount on hand at commencement of year			\$ 1,230 00	12,802 30
Baker.....	\$ 244 00	\$ 392 00	\$ 1,634 61	\$ 5,498 82
Benton	2,571 76	450 00	5,746 99	1,511 44
Clackamas	5,137 74	5,237 00	1,650 78	5,361 06
Clatsop	443 45	2,305 31	2,494 34	648 61
Columbia.....	723 29	.....	705 00	5,089 86
Coos .....	.....	336 93	2,957 98	6,134 61
Curry .....	.....	.....	874 26	9,057 32
Douglas	2,700 59	.....	141 48	1,033 77
Grant	414 95	754 78	2,544 77	.....
Jackson.....	606 40	2,095 29	4,514 78	.....
Josephine .....	.....	.....	332 64	.....
			156 53	.....
			185 00	198 88
			683 78	186 19
			149 16	.....

Lake	\$ 1,302 86	\$ 303 48	\$ 142 80	\$ 161 14	\$ 1,910 28
Lane	\$ 7,946 40	\$ 2,043 36	\$ 961 51	\$ 675 21	\$ 11,616 58
Linn	\$ 6,316 80	\$ 2,856 06	\$ 1,343 93	\$ 2,108 70	\$ 725 16
Marion	\$ 8,000 00	\$ 2,899 80	\$ 1,364 52	\$ 3,000 00	\$ 26,486 83
Multnomah	\$ 18,028 26	\$ 2,590 92	\$ 1,21 78	\$ 5,939 70	\$ 27,388 52
Polk	\$ 1,246 01	\$ 4,742 25	\$ 1,387 26	\$ 652 78	\$ 251 06
Tillamook	\$ 25 00	\$ 56 00	\$ 168 63	\$ 149 04	\$ 134 00
Umatilla	\$ 257 82	\$ 36 95	\$ 2,967 79	\$ 70 13	\$ 339 08
Union	\$ 2,520 75	\$ 2,696 00	\$ 943 38	\$ 2 84	\$ 19 40
Wasco	\$ 1,880 75	\$ 190 90	\$ 751 68	\$ 443 91	\$ 1,740 34
Washington	\$ 2,293 87	\$ 2,017 42	\$ 4,372 67	\$ 750 25	\$ 673 53
Yamhill	\$ 3,012 20	\$ 1,870 05	\$ 5,273 95	\$ 360 06	\$ 169 21
			\$ 4,764 25	\$ 1,324 62	\$ 744 28
			\$ 1,426 14	\$ 623 31	\$ 1,687 87
				\$ 671 08	\$ 1,474 14
				\$ 939 80	\$ 11,145 46
Totals	\$ 30,897 43	\$ 51,009 18	\$ 118,052 89	\$ 26,215 38	\$ 12,335 79
				\$ 18,807 89	\$ 8,951 66
					\$ 235,336 88

TABLE A—CONCLUDED,

SHOWING DISBURSEMENTS AND AMOUNT ON HAND FOR THE SCHOOL YEAR 1876-7.

COUNTRIES.		Amount on Hand.....		\$ 224 19	
		Total Paid Out.....		\$ 3,980 92	\$ 2,008 16
		Other School Purposes.....		\$ 195 00	\$ 186 12
		Building School Houses.....		\$ 1,270 00	\$ 12,308 10
		School House Sites.....		\$ 455 50	\$ 5,226 68
		Incidental expenses.....		\$ 25 00	\$ 1,800 98
		Rent, Repairs and Furniture...		\$ 197 00	\$ 3,635 64
		Paid Teachers.....		\$ 502 75	\$ 440 55
					\$ 10,475 21
					\$ 6,485 81
					\$ 9,050 75
					\$ 987 44

Lake	\$ 1,245 00	\$ 3,013 11	\$ 1,245 00	\$ 484 86
Lane	9,108 00	1,223 11	12,121 11	2,437 43
Linn	18,076 23	1,565 85	27,190 19	.....
Marion	20,123 81	2,413 00	26,744 92	.....
Multnomah	36,431 50	2,000 00	54,554 15	9,492 72
Polk	7,152 01	149 35	8,162 30	.....
Tillamook	444 00	7 37	285 50	.....
Umatilla	6,821 64	343 19	2 80	455 17
Union	6,223 68	.....	105 55	7,608 38
Wasco	5,791 38	402 58	1,081 32	7,305 00
Washington	9,073 00	525 25	1,185 42	.....
Yamhill	9,384 92	459 83	63 00	1,552 35
		320 15	3,074 00	13,051 25
		101 00	1,001 43	313 97
		307 88		11,154 06
Totals	\$ 182,714 07	\$ 7,562 67	\$ 5,028 20	\$ 241,022 88
				\$ 23,450 83

TABLE B₃

SHOWING RECEIPTS AND AMOUNT ON HAND FOR SCHOOL YEAR 1877-8.

* Noney borrowed for school purposes, §§ 3,849-07.

TABLE B—CONCLUDED.

SHOWING DISBURSEMENTS AND AMOUNT ON HAND FOR THIS YEAR 1877-8.

Lake	1,802 01	646 58	249 00	.....	5,619 49	270 68	2,072 69	.....
Lane	10,046 00	1,809 81	1,323 21	.....	929 00	328 16	16,989 23	3,365 40
Linn	16,018 11	1,119 08	880 40	.....	500 00	.....	20,080 13	820 80
Marion.....	18,246 76	4,597 12	1,288 09	1,602 95	18,696 74	1,621 63	22,367 87	1,700 00
Multnomah.....	40,791 43	4,06 35	4,153 80	4,153 80	5,029 72	72,006 05	2,975 23	.....
Polk	8,136 25	1 37	208 55	1 00	3,596 50	13,159 86	1,682 51	.....
Tillamook.....	538 55	1.002 87	.....	.....	18 50	558 42	8 93	.....
Umatilla.....	5,701 75	.....	.....	.....	73 39	10,584 06	766 21	3,000 00
Union	6,000 00	.....	.....	.....	1,000 00	7,000 00	.....	.....
Wasco.....	5,763 19	157 25	289 29	.....	61 50	6,271 23	892 53	.....
Washington.....	9,561 68	672 64	300 73	1 75	848 18	40 22	11,425 12	1,796 82
Yamhill	8,812 91	398 44	478 64	243 50	4,397 83	311 88	14,643 20	2,357 34
Totals.....	\$ 194,571 15	\$ 13,398 77	\$ 7,879 83	\$ 2,468 78	\$ 45,574 37	\$ 11,211 76	\$ 275,205 74	\$ 21,850 77
								\$ 15,754 32

REMARKS.

Tables C and D show the school population, number enrolled and attendance for the years 1876-'7, and 1877-'8, as reported by County Superintendents.

In these tables, blanks opposite each county more frequently appear. Two years ago in preparing my report to the Legislature, two clerks were employed and paid out of private funds, to assist in collecting material for all the tables which were presented. A systematic correspondence with school officers and other persons interested in the cause of education throughout the entire State, was established. The object was to obtain accurate information regarding school attendance, months of school taught, number, grade, and salaries of teachers employed, number and class of private schools, value of school property, etc. This year that has not been done, and the tables have been made up alone from the data furnished by County Superintendents in their annual reports.

Those officers must depend upon teachers for information concerning the number of children enrolled and the average attendance in the public schools. Teachers are required by statute to report to district clerks at the end of each term, and by a rule of the State Board of Education to the County Superintendent, but there is no penalty for neglecting to do it, consequently, many of them fail to make a report; in which event, neither of the above named officers has any accurate knowledge of the number enrolled and in average attendance, and as a result it be-

comes impossible for the State Superintendent of Public Instruction to furnish a correct report of these important items.

TABLE C

SHOWING THE SCHOOL POPULATION, ATTENDANCE, ETC., FOR THE YEAR 1876-7.

TABLE D,

SHOWING THE SCHOOL POPULATION, ATTENDANCE, ETC., FOR THE SCHOOL YEAR 1877-8.

No. of districts in which books of the uniform State series are in exclusive use.....		No. attending no school.....		No. attending private schools.	
Whole number of persons over 4 and under 20 years of age.		Average number in attendance during the year.		Total	
Males		Females		Males	
Males	Females.....	Total	Males	Total	Females
Males	Females.....	Total	Males	Total	Males
19	486	995	326	313	639
40	1,301	1,027	2,328	889	1,562
73	.....	.....	3,346	1,042	944
14	14	844	129	138	520
13	324	302	6-6	.....	440
39	956	831	1,789	.....	960
8	219	207	426	63	1,239
57	1,765	1,774	3,539	707	378
20	.....	.....	863	.....	203
41	1,581	1,414	2,995	.....	253
15	373	335	708	.....	792
Number of districts reporting..		19		19	
Number of organized districts.		51		40	
COUNTIES.		79		40	
Baker		14		40	
Benton		13		39	
Clackamas		39		39	
Clatsop		8		14	
Columbia.....		57		20	
Coos		20		41	
Curry		42		42	
Douglas		15		15	
Grant .....		.....		.....
Jackson .....		.....		.....
Josephine .....		.....		.....

Lake	16	507	190	110	317
Lane	70	3,837	2,524	333	674
Linn	80	2,655	5,430	1,915	1,693
Marion	74	2,370	5,567	1,799	2,165
Multnomah	37	2,747	2,848	5,595	2,373
Polk	43	1,370	1,210	2,580	2,488
Willamook	6	159	147	306	909
Umatilla	50	1,262	1,195	2,457	135
Union	37	646	646	1,292	126
Wasco	35	982	933	1,915	126
Washington	46	1,435	1,235	2,670	138
Yamhill	51	1,469	1,378	2,847	1,196
Totals	904	865	23,057	21,216	21,464
			53,462	9,033	3,287
				26,992	21,203
					21,464
					11,803
					466

TABLE E₉

SHOWING MONTHS OF SCHOOL TAUGHT, TEACHERS EMPLOYED, AND SALARIES PAID FOR THE
YEAR 1876-7.

TABLE E,

SHOWING MONTHS SCHOOL TAUGHT, TEACHERS EMPLOYED, AND SALARIES PAID, FOR THE SCHOOL
YEAR 1877-8.

COUNTIES.	Months of school taught during the year.	Number of teachers employed.	Average monthly salary paid teachers.	Number of public schools.	Number of private schools.	
					Collegiate	Advanced
Baker.....	90	4.75	13	8	18	2
Benton.....	160	4.00	24	40	1	1
Clackamas.....	329	4.50	48	35	2	...
Clatsop.....	84	6.00	9	59	6	...
Columbia.....	65	5.00	1	40	3	...
Coos.....	142	3.63	15	34	4	...
Curry.....	25	3.13	7	25	6	1
Douglas.....	242	4.25	25	35	7	1
Grant.....	120	6.07	10	55	57	19

TABLE G,

Showing Value of School Property for Year 1876-7.

COUNTIES.	Number of School Houses.	Value of School Houses.	Value of Maps, Charts and Ap- paratus	Value of Other Property	Total Value of School Property.
			\$ 1,000 00		
Baker	11	\$ 11,531 00	\$ 1,000 00	\$ 150 00	\$ 12,681 00
Benton	37	24,000 00	572 00	1,500 00	26,072 00
Clackamas	57	16,880 42	922 00	291 00	18,098 42
Clatsop	14	8,255 00	770 00	210 00	9,235 00
Columbia	11	2,335 00	115 00	10 00	2,460 00
Coos					
Curry		650 00	175 00		825 00
Douglas	64	12,000 00	2,500 00	300 00	14,800 00
Grant	13	6,914 00	186 00		7,100 00
Jackson	45	19,610 00	952 00	57 00	20,619 00
Josephine					
Lake	12	3,000 00	300 00		3,300 00
Lane	61	20,365 00	1,069 00		21,434 00
Linn	74	40,000 00	1,850 00		41,850 00
Marion		42,000 00			42,000 00
Multnomah	32	84,510 00	7,335 75		91,845 75
Polk	37	12,500 00			12,500 00
Tillamook	2	480 00	6 50		486 50
Umatilla	19	9,269 50	951 00	130 00	10,350 50
Union		8,000 00	550 00		8,550 00
Wasco	24	10,463 50	1,221 50		11,685 00
Washington	46	14,740 00	750 00	228 00	15,718 00
Yamhill	44	22,685 25	1,272 57		23,957 82
Totals	603	\$ 370,188 67	\$ 22,498 32	\$ 2,876 00	\$ 395,562 99

TABLE H,

Showing Value of School Property for School Year 1877-8.

COUNTIES.	Number of School Houses.....	Value of School Property.....	Value of Other School Property.....	Value of Maps, Charts, and Apparatus	Total Value of all School Property.....
					\$
Baker.....	16	\$ 10,240 00	\$ 500 00	\$ 50 00	\$ 10,790 00
Benton.....	43	26,400 00	600 00	2,000 00	29,000 00
Clackamas.....	63	19,965 00	1,312 50	.....	21,277 50
Clatsop.....	15	7,195 00	620 00	110 00	7,925 00
Columbia.....	12	2,750 00	387 00	58 00	3,195 00
Coos.....	21	6,968 60	565 00	4 00	7,537 60
Curry.....	8	2,250 00	800 00	100 00	3,150 00
Douglas.....	54	33,260 00	1,486 00	107 00	34,853 00
Grant.....	16	8,975 00	865 00	152 00	9,992 00
Jackson.....	41	23,031 00	1,200 00	140 00	24,371 00
Josephine.....	15	.....	.....	.....	.....
Lake.....	14	3,000 00	300 00	.....	3,300 00
Lane.....	68	29,320 00	1,302 00	40 00	30,662 00
Linn.....	77	47,006 00	18,625 00	503 00	66,134 00
Marion.....	.....	.....	.....	.....	.....
Multnomah.....	37	104,428 94	9,560 85	361 00	114,350 79
Polk.....	45	22,597 00	1,224 00	150 00	23,971 00
Tillamook.....	4	900 00	47 00	.....	947 00
Umatilla.....	51	15,990 00	1,537 00	120 00	17,647 00
Union.....	34	12,800 00	500 00	210 00	13,510 00
Wasco.....	25	14,982 00	1,254 50	108 00	16,344 50
Washington.....	47	15,000 00	860 00	250 00	16,110 00
Yamhill.....	46	26,325 50	1,648 00	17 00	27,990 50
Totals.....	752	\$ 433,384 04	\$ 45,193 85	\$ 4,480 00	\$ 483,057 89

TABLE I,

Showing the Number of Applicants for Teachers' Certificates, the Number and Grade of Certificates Granted for the School Year 1876-7.

COUNTIES.	Number of Applicants for Certificates	Percentage of cor- rect answers re- quired for certi- ficates of each grade.		No. of Teachers' Certificates of each grade granted.		Total
		1st Grade.	2d Grade .	1st Grade.	2d Grade .	
Baker	17	80	60	11	6	17
Benton	41	80	60	27	24	51
Clackamas		80	60			
Clatsop	12	80	60	7	3	10
Columbia		80	60	2	5	7
Coos		80	60			
Curry		80	60			
Douglas	28	80	60	36	45	81
Grant	13	80	60	5	8	13
Jackson	49	80	60	27	26	53
Josephine		80	60			
Lake	14	80	60	7	7	14
Lane		80	60			
Linn	118	80	60	35	88	123
Marion		80	60	45	60	105
Multnomah		80	60			
Polk	43	80	60	24	19	43
Tillamook	1	80	60	2	1	3
Umatilla		80	60			
Union		80	60			
Wasco		80	60	26	14	40
Washington	78	80	60	12	48	60
Yamhill	61	80	60	36	41	77
Total	475	80	60	302	395	697

TABLE J,

Showing the Number of Applicants for Teachers' Certificates, the Number and Grade of Certificates Granted for the School Year 1877-8.

COUNTIES.	Number of Applicants for Certificates	Percentage of correct answers required for certificates of each grade.		No. of Teachers' Certificates of each grade granted.			Total
		1st Grade.	2d Grade.	1st Grade.	2d Grade.		
Baker	19	80	60	12	9	21	
Benton	38	80	60	17	21	38	
Clackamas . . . . .	..	80	60	37	55	92	
Clatsop	15	80	60	16	3	19	
Columbia	28	80	60	14	10	24	
Coos . . . . .	..	80	60	11	24	35	
Curry	7	80	60	2	5	7	
Douglas	55	80	60	40	23	63	
Grant	15	80	60	7	8	15	
Jackson	60	80	60	26	19	45	
Josephine	9	80	60	12	1	13	
Lake	15	80	60	7	2	9	
Lane	93	80	60	58	29	87	
Linn	105	80	60	50	81	131	
Marion	234	80	60	..	..	100	
Multnomah	160	80	60	69	33	102	
Polk	47	80	60	..	..	27	
Tillamook	4	80	60	3	2	5	
Umatilla	65	80	60	15	12	27	
Union . . . . .	..	80	60	7	23	30	
Wasco	27	80	60	18	11	29	
Washington	78	80	60	27	47	74	
Yamhill . . . . .	..	80	60	34	41	75	
Total	1,074	80	60	482	469	1,068	

TABLE K,

SHOWING NAMES OF COUNTY SUPERINTENDENTS WHOSE TERM OF OFFICE EXPIRED JULY, 1878,
OF THOSE ELECT, AND THE SALARIES PAID SUPERINTENDENTS OF
THE SEVERAL COUNTIES.

COUNTIES.	Name of Sup'ts whose term of office expired July 1, 1878.	Name of Sup'ts elect whose term will expire July, 1880.	Post Office Address of present incumbents.	Annual Salary.
Baker.....	S. H. Small.....	H. N. McKenney.....	Baker City	\$ 300 00
Benton.....	R. B. McElroy.....	E. B. McElroy.....	Corvallis	Not report'd
Clackamas	J. W. Sellwood.....	N. W. Randall.....	Oregon City	200 00
Clatsop	T. H. Hyland	S. F. McKean.....	Astoria.....	100 00
Columbia.....	F. A. Moore.....	Judson Weed.....	St. Helens	Not report'd
Coos	J. S. Coeke.....	J. F. Moore.....	Empire City	Not report'd
Curry	J. Huntley.....	A. M. Gillespie.....	Ellensburg	100 00
Douglas	John Howard	J. M. Heard.....	Roseburg	500 00
Grant.....	D. B. Rhinehart.....	J. W. Mack.....	Canyon City	300 00
Jackson...	E. J. Farlow	E. H. Anderson	Jacksonville.....	500 00
Josephine...	J. M. Smith	A. J. Adams.....	Kerbyville.....	125 00
Lake	H. M. Thatcher.....	E. O. Steel	Lakeview.....	Not report'd
Lane.....	Jas. C. Bolan	R. G. Callison	Eugene City	500 00

Linn.....	L. Bilyeu	L. N. Liggett	A Albany	750 00
Marion.....	H. P. Crooke.....	J. T. Gregg.....	Salem.....	500 00
Multnomah	J. J. Browne.....	I. A. McCrum.....	Portland.....	500 00
Polk.....	S. F. Bennett.....	A. C. Sweet.....	Dallas	200 00
Tillamook	W. D. Stillwell	J. C. Arnold.....	Tillamook.....	50 00
Umatilla.....	J. J. Rouse.....	L. J. Tuttle.....	Pendleton.....	100 00
Union.....	J. M. Garrison	A. S. Bennett	Union	Not report'd
Wasco.....	J. D. Robb.....	J. D. Robb.....	The Dalles.....	250 00
Washington.....	J. H. Carse	L. H. Baker.....	Forest Grove.....	180 00
Yamhill.....			Lafayette.....	300 00

TABLE L,

Showing Amount of School Fund Interest Distributed for the Year 1877-8.

COUNTIES.	No. of school children.	Coin.	Currency.	Total.
Baker.....	995	\$ 497 50	\$ 398 00	\$ 895 50
Benton.....	2,323	1,164 00	931 20	2,095 20
Clackamas.....	3,346	1,673 60	1,338 40	3,011 40
Clatsop.....	844	422 00	337 60	759 60
Columbia.....	626	313 00	250 40	563 40
Coos.....	1,789	893 50	714 80	1,608 30
Curry.....	426	213 00	170 40	383 40
Douglas.....	3,563	1,781 50	1,425 20	3,206 70
Grant.....	863	431 50	345 20	776 70
Jackson.....	2,995	1,497 50	1,198 00	2,695 50
Josephine.....	708	354 00	283 20	637 20
Lake.....	507	253 50	202 80	456 30
Lane.....	3,837	1,918 50	1,534 80	3,453 30
Linn.....	5,430	2,715 00	2,172 00	4,887 00
Marion.....	5,567	2,783 50	2,226 80	5,010 30
Multnomah.....	5,595	2,797 50	2,228 00	5,035 50
Polk.....	2,580	1,290 00	1,032 06	2,322 00
Tillamook.....	306	153 00	122 40	275 40
Umatilla.....	2,457	1,228 50	982 80	2,211 30
Union.....	1,292	646 00	516 80	1,162 80
Wasco.....	1,915	957 50	766 00	1,723 50
Washington.....	2,670	1,335 00	1,068 00	2,403 00
Yamhill.....	2,847	1,423 50	1,138 80	2,562 30
Totals.....	53,486	\$ 26,742 00	\$ 21,393 60	\$ 48,135 60

MINIMUM SCHOOL AGE OF CHILDREN.

All persons between the ages of four and twenty years are, by our laws, permitted to attend the public schools. It is true, very few children under the age of six years ever attend; and the number benefitted by such attendance is even very much less. Attention is respectfully called to this subject, as presented by Professor T. H. Crawford, City Superintendent of the Portland Public Schools, who discusses the pros and cons as follows:

“Much has been written and more spoken about the minimum school age of children.

“The general impression prevails that there are in our own schools whole classes of children to be found under six years of age.

“Many will, therefore, be surprised to learn that of the 1,432 pupils in the schools June 27, 1878, but 10 were under five years of age, and but 47 between the ages of four and six.

“If the State law were amended fixing the minimum school age at six years, it would reduce the number of pupils in actual attendance, in our district, less than 100 during an entire year.

“Yet, for the sake of this small number in the city of Portland, it would reflect credit on the coming Legislature to so change the law that no child under six years of age can claim any right to admittance to any public school in the State.

“In many large cities where there is a large class of parents, both fathers and mothers, who are compelled to work from home during the day, must, of necessity, trust their numerous progeny to the public charities, it has been

found almost a necessity, as a measure of self-protection, to establish kindergartens and kindred institutions for the proper care of this portion of the community.

“Here, however, no such a state of society exists, and the number of children under six years is so small, that no injury could follow if the law were changed as suggested.”

COUNTY SUPERINTENDENTS AND SCHOOL VISITATIONS.

The existence of law implies the duty of obedience. Laws not enforced are in effect void not only, but they are positively and seriously injurious as well, tending to encourage that disrespect to legal requirement which finally eventuates in downright lawlessness.

Now, subdivision nine, of section twenty-five, of the school laws, respecting the County School Superintendent, reads thus:

“He shall visit the schools taught under his certificate, at least once in six months, and give such information and make such suggestions as he may deem essential to the welfare and progress of the school.”

Then the Superintendent elect is sworn into office, binding himself, under the sacred sanctions of a solemn oath, (saying nothing of the penalties of legal disobedience) “to visit the schools taught under his certificates, at least once in six months,” etc., and yet some of these officers receive the paltry pittance of \$100 per annum, as compensation for these labors, together with all their office duties. Is this even a respectable approximation to a reasonable compensation for services legally prescribed? But why, it may be asked, do Superintendents qualify if

they cannot perform their official duties for the salaries allowed? The answer, it seems to me, must be that either they are willing thus to labor from the inherent impellings of pure love for the cause of education, or (which, however uncharitable, is more probable) they take this binding obligation with the mental reservation that they will render only so much services as they may be suitably rewarded for; and in accordance with this purpose they neglect much, indeed most, of this vitally important work. These salaries, if they were gracious gifts, would scarcely compensate for such stingings of conscience. It would seem far preferable to resign than to cashier conscience; and, so, too, many have taken precisely this course, thus preserving untarnished their characters, saving their valuable time, and losing very little money. It is a living wonder how anyone can so complacently shake hands with veracity and official integrity. School officers should be good men and true. They should ever maintain the most stainless integrity. What then shall be done to remedy this evil? Why, firstly, suitably increase the salaries of those who are working at such meager rates; and, secondly, enforce a strict compliance with the provisions of law. The salaries should be regulated by the Legislature, and should be proportionate to the time and talent employed.

"It is my honest belief," says my worthy predecessor, in his report of four years ago, "that it would be real economy, in the long run, to make the compensation of the office of County Superintendent large enough to command the undivided time and attention of first-class men for the position." I would urge, at least, that Superintendents should be suitably paid for the labor by law indicated. True men thus encouraged would render invaluable service in this best of all causes.

School visitations, if properly conducted, result in untold benefits in various ways. In order, however, to do the greatest good, they should occur regularly and often. In my own labors I have visited nearly all the districts in many of the counties, and I am persuaded that it requires no great effort to realize the effects of these visitations of the County Superintendents. It is not meant, of course, that the schools are good simply because the Superintendent is alive and active, and *vice versa*. No, no; some communities will have good schools despite the most masterly inactivity of school officers. It is only meant that a school, good or bad, enjoying the regular and frequent visits of a zealous Superintendent, exhibits a peculiar life and impetus and energy to which others are utter strangers. Besides, there is a valuable reflex influence resulting from these visitations that vastly benefits the Superintendent. While the law does not require me to visit schools at all, yet I have spent several months in this pleasing employment, deeming it an indespensable means for self-qualification. It is true, it takes time; but this is time well spent, both as it respects the schools and the Superintendent. Teachers, patrons and pupils are usually ready to contribute to the success of this delightful work, which never fails to prove mutually beneficial, if only the proper interest is exhibited by the visitor. Besides, those who visit most, encounter very little trouble in establishing and maintaining county teachers' institutes. During the past four years such institutes have been organized and continued in successful operation in many of the counties, and great and essential advantages have accrued therefrom. Our law in regard to school visitations is most excellent, and should therefore be maintained and enforced.

COMPULSORY OR VOLUNTARY EDUCATION.

When the friends of popular education urge that it is the duty of the State to provide the means whereby universal education may be secured to its people, they practically concede the theory, it is claimed, that the attendance upon schools, so provided, shall be compulsory. Theoretically this may be true; nevertheless, when practically considered, in new and sparsely settled communities, as are many of those of Oregon, the voluntary principle is, and must long remain, our especial and peculiar strength. In any event, the time for such a law is not yet.

Public sentiment, so pronounced as is that with us in favor of the universal diffusion of intelligence, is a very healthful and reliable stimulus; and none are more keenly sensitive to its influence than the sturdy, honest pioneer of the newly-settled rural districts. Besides, the proceeds of the public domain and annual school tax, to be apportioned statedly among schools duly reporting, etc., act as a constant and sufficient impelling force under our present peculiar circumstances. It is a force also much more conservative, fraternizing and efficient, in every instance among free, liberal and enterprising people.

“Citizens of a free State,” to use the language of Hon. Mr. Rice, late State Superintendent of Public Instruction of New York, “need the discipline of self-government. They should understand that there is a personal interest in the willing discharge of every public duty. They must learn to take care of themselves in the matter of education, as in other respects, if they would remain their own masters. They should realize that power belongs to them,

and, in addition, not only that the instruction of the schools is beneficial, but that the education which results from the practice of inquiring, and of doing voluntarily, what is essential to the intelligent exercise of their power, is also essential to its preservation. The secure foundation of a free government is not alone the preference of a people, but their willingness to keep themselves prepared to administer it successfully. That disposition must be kept alive and active by constant exercise."

Compulsory educational laws, moreover, when put into practical operation in other and older States, where the necessity of something of this sort may really have existed, have encountered many perplexing difficulties and met with serious popular opposition, proving very largely both a failure and an injury. All similar laws in the United States have proven for the most part, worse than useless. The ancient Romans were accustomed to say, "the more laws, the greater the crimes;" and all will cheerfully grant that a law openly disrespected and notoriously violated, is positively hurtful.

Let us, therefore, rather rely on the "moral suasion," resident in well qualified and apt teachers; in comfortable school-houses with pleasant surroundings; in faithful and efficient school officers; in an increasingly liberal school-fund, and in other helpful provisions to be made by the intelligent and generous Legislature of a noble and prosperous young State.

STATE NORMAL SCHOOL.

No want, it is confidently believed, is more keenly felt by the real friends of thorough, practical State education, than that of a State Normal School. Almost a half century ago DeWit Clinton, while governor of a State which

has since developed one of the most admirably symmetrical, complete and efficient systems of public school education, wisely and boldly recommended the establishment of "a seminary for the education of teachers." Such evidence of comprehending and providing in advance for vital, future wants of the State, is the strongest proof of far-seeing and philanthropic statesmanship.

"There is no one," says Hon. Neil Gilmour, of New York, "who has more influence on the rising generation than the teacher. The impressions made upon the mind of the child will go with him, not only through time, but into eternity. How important, then, that he who desires to train the young immortal mind should thoroughly understand his work. In every other profession, years of careful preparation are required before one can enter upon its practice. Why, then, should not at least as much be required of the teacher? When a person says that he is engaged in teaching, he tells us that he is engaged in the work of preparing the rising generation to come upon the stage of action to take the places of those who now conduct the affairs of the world. Chief magistrates, legislators, professional men and all who are now engaged in life's work must soon pass away. Who shall take their places? They must come from our youth, and, to a large extent, from those who to-day are attending our common schools. It becomes us to do all in our power to elevate the youth of the State, so that they will in the future execute the trusts committed to their care better than those who preceded them. The normal training school is the best agency yet devised to prepare a teacher for the school-room." Hon. Francis Adams, Secretary of the National Education League, in his report of the "Free School System of the United States," says: "People are beginning

to see that the training of a teacher requires as much public vigilance and wise legislation as the training of a soldier or sailor. Dr. Channing has said that 'it requires more wisdom to educate a child perfectly than to govern a State.' Normal colleges are as necessary as medical colleges. The injury to the mind of a child caused by the stupidity of an ignorant teacher may not be as apparent but it is just as real as the maiming of the body by the unskillful use of a surgical instrument; and the want of skill in the first instance is of far more serious consequences than in the other, because larger numbers are subject to it." "Some process should be used," says Mr. Adams, "to discover and select the natural teacher and to weed out the incapables." Permit me, therefore, respectfully to recommend and earnestly to urge that a State Normal School be established at the earliest day practicable.

TEACHERS' INSTITUTES.

It is deemed unnecessary to present elaborate reasons why our most eminent educators advocate teachers' institutes. Those who undertake to train the minds of others should themselves have minds thoroughly trained as a prerequisite to the discharge of so responsible a duty. The results of teachers' institutes constitute an important factor in the educational system of Oregon; for while our State has no Normal School, the teachers' institute must, as far as practicable, supply its office. One cannot, therefore, speak too highly of these associations, where ripe scholars and eminent teachers meet, compare and receive, each from the other, the invaluable benefits of long years of experience and reflection. Even though we had a State Normal School, still these teachers' institutes are indispensable to best educational results.

"While normal schools are doing a good work," says a distinguished educator, "still their capacity is limited, and they cannot give instruction to the many thousand teachers required in our common schools. In one respect institutes are the most important agencies of any in the State for giving teachers at least some preparation for the work of the school-room, in that they are the most far reaching, many more teachers receiving instruction therein than by all other means organized by the State for such purpose.

"It is therefore of the utmost importance that these institutes should be brought to the highest degree of excellence, in order to fully carry out the intent for which they were established."

To be abreast with educational work elsewhere we must give the subject special attention. Our best teachers do, as far as practicable, keep themselves closely identified with these associations, participating regularly in their exercises and enjoying their advantages. Many testimonials as to their great practical usefulness from leading professional teachers might here be recorded if it were thought necessary. This, however, none will require.

It is pleasing to note, furthermore, that the attendance on and interest in these associations, other things being equal, are constantly increasing. Each succeeding year lessens the skill and labor necessary to prepare for and conduct them successfully. Teachers and communities are becoming better acquainted with their purposes and workings; and hence these institutes are more highly appreciated. My worthy predecessor, who is well and favorably known throughout the State as an accomplished scholar, a zealous friend of popular education, and a genial gentleman, met with constant and serious discouragements in

this department of his superintendency ; so much so, indeed, that during his last year's official labors he held no institute whatever. He says in his report to the Legislature of 1874: "During the present year no institute has been held. I appointed one to be held early in the year, at Oakland, but the attendance was so small that the institute adjourned without doing anything." This shows the condition of sentiment at that day. No one, perhaps, could have accomplished more at that time than did Prot. Simpson. But during these discouragements and disappointments he was laying the foundation for future success. Institute work has ever since then been growing slowly but steadily in public esteem. At the present time our teachers' institutes are numerously attended and cordially supported at all points throughout the entire State. Not only do teachers go up to the educational convocations, but ministers, lawyers and others lend them their presence and assistance. Eminent college professors attend them, and that, too, to work and to enjoy. All the members of the State Board of Education have frequently been present and taken part in even the educational exercises, which is a pleasing exception to the practice of like officers in other States. The members also of the State Board of Examination have, for the most part, been in attendance quite regularly, and their able services have been appreciated as invaluable contributions to the substantial practical worth of this department. Indeed, I am assured by competent and reliable judges that our institutes are more largely attended and accomplish far better work than those in many other and older States. Let us take courage, therefore, and hope that the near future will vouchsafe even far nobler results. Prof. L. J. Powell, Superintendent of Public Instruction elect, a

scholarly and practical educator, serving for several years as a professor in Willamette University, and other institutions of learning, will, it is confidently believed, bring to the work all the ability, energy and efficiency necessary to render it a most satisfactory success.

During my official labors I have held four State Teachers' Institutes in the capital of the State, and District teachers in Union, Canyon City, Jacksonville, Tillamook, Astoria, Corvallis, Forest Grove, Albany, Dalles, Pendleton, Monmouth, St. Helens, Snowden's Mineral Spring, Prairie City, La Grande, Lafayette, Marshfield and Eugene City, all which, without an exception, I attended through all their sessions. Besides these, I have been present with and assisted numerous County Teachers' Institutes, and cheerfully testify to their general success and efficiency. It is a real pleasure to state, moreover, that most of the counties have, during the past four years, conducted stadedly county institutes, numerously attended and in very many respects highly valuable. City institutes also are conducted in many places with good results. I carefully prepared in detail an accurate account of the educational work accomplished during each institute held for the past two years; but it is thought not best to swell this report by publishing them. I deem them valuable, yet I yield to the demands of economy.

STATE BOARD OF EXAMINATION,

Meeting in Salem on the first Monday in January and July in each year, consists of S. F. Chadwick, Governor, and *ex-officio* President; L. L. Rowland, Superintendent of Public Instruction, and *ex-officio* Secretary; T. M. Gatch, Ph. D., of Willamette University; J. W. Johnson, A. M., of State University; B. L. Arnold, Ph. D., of State

Agricultural College; W. L. Worthington, of Oregon City Public Schools; I. W. Pratt and Miss Clara A. Watt, of Portland Public Schools; T. F. Campbell, A. M., of Christian College; J. W. Marsh, A. M., of Pacific University; W. S. Walker, A. B., of Philomath College.

Following are the requirements for examination in order to obtain Life and State Diplomas and State Certificates:

1. Candidates for Life Diplomas and State Diplomas, must present to the Board satisfactory testimonials of good moral character, and of marked success in teaching for a period of three years, of which at least one year must have been in Oregon, and must pass acceptable examinations in all the studies prescribed for a county certificate, and in the following in addition: General history, algebra, geometry, composition, English literature, book-keeping, physiology, natural philosophy, theory and practice of teaching, Constitution of the United States and Constitution and school law of the State of Oregon. To obtain a Life Diploma, a candidate must answer correctly at least ninety per cent. of all the questions; and to obtain a State Diploma, he must answer correctly at least seventy-five per cent. of the questions.

2. Candidates for State Certificates of the first and second grades, must present to the Board satisfactory testimonials of good moral character, and of success in teaching for a period of six months, and must pass creditable examinations in the branches required for a county certificate, and in the following in addition thereto: Algebra, book-keeping, physiology, theory and practice of teaching, and Constitution and school law of the State of Oregon. To obtain a certificate of the first grade, good for two years, a candidate must answer correctly at least ninety per cent. of all questions asked him; and, to obtain a certificate of the

second grade, good for six months, he must answer correctly at least seventy-five per cent. of the questions.

3. All examinations are conducted with written or printed questions, as far as practicable; and ten questions are asked in each branch.

Hereto is appended the names of all persons who have ever obtained from this Board diplomas and State certificates:

Life Diplomas—T. M. Gatch, A. J. Anderson, J. A. Macrum, T. Nicholson, W. L. Worthington, Mrs. L. A. Denuick, J. W. Johnson, S. C. Simpson, J. W. Merritt, L. J. Powell, S. W. King, E. B. McElroy, T. H. Crawford, J. C. Arnold, H. H. Hewitt, J. T. Handsaker, Miss A. Watt, Miss L. J. Ritterhouse, Miss E. C. Turner, I. W. Pratt, W. S. Ward, D. T. Stanley.

State Diplomas—J. S. Smith, J. W. Miller, A. Jones, Alexander Meachen, D. M. C. Gault, Miss Phebe Jory, Miss A. B. Shelby, W. G. Adams, J. Tully, Miss E. C. Sabin.

First Grade State Certificates—G. B. Brown, G. S. Pershin, G. M. Holton, J. C. Waterman, W. P. Harsley, Mrs. N. E. Morse, D. M. C. Gault, G. M. Holt, Miss Christina McConnell, Miss Kate Burnell.

TEXT BOOKS.

Following are the text books selected and now in use :
Orthography—Pacific Coast Speller.

Reading—First, Second, Third, Fourth and Fifth Readers, of the Pacific Coast Series, and Hopkins' Manual of American Ideas, in lieu of Sixth Reader (optional).

Arithmetic—Thomson's New Graded Series (including New Mental for primary classes, New Rudiments and New Practical), and Brooks' Normal Mental (for advanced classes).

Geography—Monteith's Introduction to Manual, and Physical and Intermediate (both Pacific Coast edition).

Grammar—Clark's Beginners', and Normal.

United States History—Barnes' Brief History.

General History (for beginners)—"Peter Parley's Universal."

Penmanship—Spencerian System and Copies.

FOR ADVANCED GRADES.

Higher Arithmetic—Robinson's Progressive Higher.

Geometry—Brooks'.

Algebra—Brooks'.

General History (advanced)—Anderson's.

Composition—Hart's.

Physiology—Steele's "14 Weeks."

Natural Philosophy—Steele's "14 Weeks."

Chemistry—Steele's "14 Weeks."

Botany—Wood's Botanist and Florist.

Book-keeping—Bryant and Stratton's (High School Edition).

A uniform series of text books is a great gain to any State. The law establishing such, however, should guard carefully against abuses of its provisions.

Section 2 of Title I. reads as follows:

"The Superintendent of Public Instruction shall, every four years after the first selection of text books, issue similar circulars, and unless some new text book shall receive an actual majority of the votes of the County Superintendents, then no change shall be made during the next four years."

In accordance with this provision it is evident that any given book now in use might possibly be re-adopted with only two votes, or even one, indeed, while a competitor might receive eleven votes. This should be amended.

REMARKS AND SUGGESTIONS OF COUNTY SUPERINTENDENTS.

First in the appendix is presented the remarks and suggestions of County School Superintendents. From these may be quite fully learned the present condition of the public schools of the State. Many valuable suggestions are here given relative to needed legislations. I commend, therefore, their careful perusal.

RULES AND REGULATIONS.

The rules and regulations to be found in the appendix, are substantially the same as those presented in my previous biennial report.

COLLEGES AND ACADEMIES.

Information respecting these institutions of learning, the last in the appendix, has been chiefly obtained from presidents and principals through personal correspondence. The State Board of Education have not deemed it best, with due regard to economy, to furnish the office with the circulars ordinarily used for such a purpose. The pen, therefore, has done all the work. Many of these sketches are used without change; while others are prepared from such material as could be obtained.

CONCLUSION.

Permit me, in conclusion, to say that it was my highest ambition two years ago to prepare and submit a full, complete and accurate report. This was deemed especially desirable because it was to be used in our Centennial Exhibition. In order to accomplish this I employed

clerks with my own private funds to establish and conduct a system of correspondence with county superintendents, district clerks, teachers and others, for the purpose of collecting the desired information. This work in my present biennial report has been omitted. The tabular statements are here presented precisely in accordance with the reports received. The omissions and defects are to be deeply regretted. It is to be remembered, however, that many State Superintendents, working under the most thoroughly matured educational systems, complain of similar evils. Nevertheless, some judicious legislation, compelling persons, whose duty it is to do so, to duly report, would greatly improve these figures.

Most teachers and school officers, however, have continuously shown, for the past four years, the heartiest co-operation. Oregon is blessed with noble teachers. Her school officers also perform their duties, as a rule, equally as faithfully and as effectively as those in any other State. The children and people are as appreciative of school privileges and as loyal to educational obligations as are those of our sister States. Suitably guard these, therefore, from the influence and power of the negligent and reckless few by appropriate legislation, and then, blessed as we are by Providence, we shall steadily and surely advance to the highest plane of usefulness and happiness.

Respectfully submitted,

L. L. ROWLAND,
Suprintendent of Public Instruction.

APPENDIX :

CONTAINING

REMARKS AND SUGGESTIONS OF COUNTY SCHOOL SUPER-
INTENDENTS,

THE RULES AND REGULATIONS FOR THE GOVERNMENT
OF PUBLIC SCHOOLS AND SCHOOL OFFICERS,

AND

REPORTS FROM COLLEGES, ACADEMIES AND OTHER PRI-
VATE SCHOOLS.



APPENDIX.

REMARKS OF SCHOOL SUPERINTENDENTS.

The following remarks and suggestions respecting the condition of our public schools are extracted from County School Superintendents' reports for the school year of 1877-8 :

Baker County—Hon. S. H. Small, Superintendent.

Our duties have been arduous, owing to the large extent of the county, and new settlements springing up in various parts of it. We have visited every locality, except in the extreme southeast corner of the county. However, the citizens in that vicinity have organized two school districts, and each had a school during the winter. The teachers and friends of education have held three Institutes in the county. Also, the State Superintendent held a District Institute. All were well attended, and a lively interest in the cause of education was manifested. The grade of teachers has an upward tendency, and we will say that Baker county has an earnest and intellectual corps of educators, some of whom hold diplomas from Normal Schools, and others carry honors from Oregon Colleges and Schools.

We have been very strict in conducting examination of teachers, giving none certificates who did not answer the usual number, conducting the examination in writing.

Benton County—Hon. E. B. McElroy, Superintendent.

HOUSES.

Four houses have been completed during the year, and two are being built. The new houses all indicate a vast improvement, in size and arrangement, over those built in former years, and reflect much credit upon those having them built.

SCHOOL VISITS.

The schools were all visited except one, which was not in session at the time I was in the district.

COUNTY INSTITUTES.

Of the work done during the Institute, I need not speak at length, as you were present and can judge as to its success.

Irregularity of attendance is a serious drawback to the progress of the public schools. My views on this subject will be given in full in my published report, which I will forward you.

I would add that the last year has been one of progress in the public school work. Our teachers are becoming more zealous, and our directors are becoming more faithful and hold out stronger inducements to good teachers.

Clackamas County—Hon. J. W. Sellwood, Superintendent.

Fifteen First Grade Certificates have been granted during the year. Many of those holding them have doubtless taught two and some three schools, hence the large number reported holding First Grade Certificates.

The schools in the county during the past year have been in a fair condition. I have done what I could to raise the standard among the teachers, having refused certificates to quite a number of applicants and granted none without a thorough examination, or without a good reason to believe that such an examination had been passed elsewhere.

About the only complaint that has reached my ears has been the lack of good government on the part of a few of the teachers; but this is a matter of which the superintendent can form no opinion. Besides the lack of good government is, too frequently, not the teachers' fault, but the parents'. Did the parents universally uphold the teachers' hands, seldom would there be any complaint on this score.

Several new school houses have been built in the county during the past year and some old ones refitted, enlarged and made more comfortable. The interest in education is, I think, on the whole, increasing; still it comes very far short of what it ought to be. In many districts there is no effort whatever made to have school any longer than the law requires in order to obtain the public funds. There are only *five* schools in the county where they have had a nine months' school, and only *fifteen* where they have had a six months' school, and this out of *fifty-three* schools. Now this ought not to be. A three months' school is almost no school at all. There ought to be at least six months' school in every district, and the best way to secure it is, I believe, by changing the law so as to require a six months' school in order to obtain the public funds. Unless this is done there are many districts that will never have more than three or four months' school, for they will never levy a tax, or raise a subscription for the purpose. In

the matter of taxation I believe the peace of neighborhoods and the matter of education would be greatly promoted if it were taken out of the hands of districts, and levied either by the State or county.

Experience more and more convinces me that there should be a Third Grade Certificate, not a certificate that shall have universal application, but one that may apply to a given school. Not unfrequently there is a school of none but young children, just learning to read, who require for a teacher no person but a good reader, one who is kind and ladylike in deportment, but whose general education is such that under the present requirements she is not entitled to a certificate of any grade. Now such a person may be really better qualified to teach such a school than many who can get a First Grade Certificate, and I think that a superintendent should be invested with that discretionary power which will enable him to grant a certificate to such a person if, in his judgment, he deems her qualified. And this will not come in competition with those who can get First Grade Certificates, for the simple reason that such schools are unable to pay the salary that they can command, and also are not such schools as they desire to teach.

Clatsop County—Hon. T. A. Hyland, Superintendent.

I have done the best I could with the material on hand.

Columbia County—Hon. L. N. Evans, Superintendent.

If I should suggest anything for the benefit of our schools, I would recommend that a law be passed, making it the duty of every teacher, to make out his reports, submitting them to two or more of the directors for their approval and signature. When two of them have signed his reports, it should be equal to an order for his pay (on the clerk), and that the teacher should not be entitled to his or her salary until reports were made out correctly. There must be something done—some law passed enforcing teachers to make out correct reports.

I have returned reports for correction, which amounted to nothing; and some sent in their reports so late that I could not return them to be corrected and receive them again in time.

Douglas County—Hon. John Howard, Superintendent.

In explanation of the many inaccuracies which are apparent upon the face of this report, I would say that I have used my best endeavors to secure a *full* report from the different clerks—in some cases receiving three reports from the same clerk, and the last being as inaccurate, in my judgment, as the first. I think, however, in the main the totals give the facts as they exist.

Grant County—Hon. D. B. Rinehart, Superintendent.

By reference to tabular report, you will perceive that our schools are growing in interest by the amount of school fund received from all sources, the addition of new districts, etc., etc.

While our people feel a deep interest in popular education, and would gladly provide for the instruction of their children, yet, on account of their poverty and the nominal amount of money they receive, (1.98 7-10 per capita last semi-annual apportionment), they are deprived from conferring the greatest of human blessings upon their children. We would, therefore, again urge the necessity of the increase of the Common School Fund, by levying at least five mills on the dollar of all taxable property of this State, instead of three mills, as it now stands. In fact, if it were made ten mills on the dollar, the State and the people would be greatly benefited thereby.

Again, we would suggest the necessity of a law requiring school district clerks to give the names of school children when making their reports to the County Superintendent of Schools. The way the law now stands, children are often counted in two different districts, and sometimes I think in three or even more. A law, as above suggested, would avoid this.

Jackson County—Hon. E. J. Farlow, Superintendent.

We have had a propitious school year, and the cause of education is steadily advancing in this county.

There should be some method adopted that would compel districts to furnish proper record books for use of teachers; then there would be no trouble in obtaining correct reports from district clerks.

Josephine County—Hon. J. M. Smith, Superintendent.

It is beyond my power to obtain an accurate report, as you seem to require. Two districts fail to give the number of males and females enrolled separately. One district gives the enrolled two males, five females, and average attendance fifty-two; so you can figure on this. The financial statement is an impossible conundrum. I only give what was apportioned of the county and State fund. Some clerks report more money paid out than they received, including what was on hand, and have a balance left to begin next year with. You can also figure on this. Divers errors and omissions otherwise abound in a majority of the clerk's reports, that suggest some education in the elements of book-keeping. Each district, perhaps, understands that its affairs are properly managed, but the public must remain ignorant of this fact, so far as I am concerned. It may be said it is the duty of County Superintendents to see to this matter, but time for rendering this annual report will not permit a return of these district reports for correction. While the State laws are imposing new duties and obligations on the Coun-

ty Superintendents, the County Courts (always ready for "retrenchment and reform,") are cutting down the County Superintendent's salary, as they have done here, from \$300 to \$125 per year, notwithstanding we have more school districts, more children, and money locked up in the treasury. Patriotism and philanthropy, without compensation, is a sublime spectacle! but salary necessary for the duties imposed, is a powerful auxiliary in obtaining all the needed reforms suggested and desirable in our public schools. In justice to the public, I will add, the former has not so moved me as to visit the school districts as required every six months, and for the sake of economy, to myself, I have drawn the salary allowed for the other duties the office imposes, which I have endeavored to impartially and faithfully perform.

Marion County—Hon. H. P. Crooke, Superintendent.

The reports are so deficient that I cannot even give you an approximate report of more than I have given.

Multnomah County—Hon. J. J. Brown, Superintendent.

It gives me much pleasure in presenting this my second annual report of the public schools of Multnomah county, to state that the schools of the county have made commendable improvement during the year. There are at present 5,595 children in the county between 4 and 20 years of age—597 more than reported last year. There have been enrolled in the public schools during the year, 3,863 pupils, or a little over 69 per cent. of the whole number. Last year the enrollment, as compared with the whole number then of proper school age, was a little less than 68 per cent., while in 1875, it was less than 50 per cent.—*an increase of nearly twenty per cent. in four years.* There are now in the county only 864 more children of school age than for the year ending March 1875, yet, there are now 1,521 more pupils enrolled than at that time—the increase of the number enrolled exceeding the increase in the whole number in the county by 657. And the average attendance has risen from 1,670 in 1875, to 2,488, in the year just closed—an increase of 818. The number not attending any school has decreased 17 2-10 per cent. in four years. These facts will more fully appear from the following summary of comparative statistics. These figures include a period of four years, from March, 1874, to March, 1878:

COMPARATIVE STATISTICS.

GENERAL.	For the Year ending March.				Increase in four years.
	1875.	1876.	1877.	1878.	
Whole No. children of school age.	4,731	4,798	4,998	5,595	864
Whole No. enrolled in pub. schools	2,342	2,765	3,396	3,863	1,521
Average daily attendance.....	1,670	1,746	2,018	2,483	818
Per cent. enrolled in public schools	49.2-10	57.6-10	67.9-10	69	19.8-10
Per cent. average attendance.....	35.3-10	36.4-10	40.3-10	44.4-10	9.1-10
Whole No. not attending any school	1,763	1,279	1,096	1,144	*619
Per cent. not attending any school	37.2-10	26.6-10	21.9-10	20.4-10	*16.8-10

* Decrease.

The foregoing statistics furnish indisputable evidence of the rapid growth and present popularity of the public schools.

LEGISLATION.

The school law of Oregon is very imperfect. It should be amended. And as the Legislative Assembly will meet in September next, it may not be improper for me at this time, to point out a few of its many defects. The law now provides for the holding of an annual meeting on the first Monday of April. At this meeting a clerk is elected for a term of one year.

To this meeting the out-going clerk makes his annual report, and as soon as his successor qualifies, "all district money, books and papers," are turned over to him. The clerk elected at such meeting, on the first Monday of March following—when he has been in office but *eleven months*—is required to make a yearly report to the County Superintendent. It is necessary in this report to show the condition of the schools, both financial and otherwise for a year, from the first Monday of March *prior* to his election to the first Monday of March *thereafter*. It is necessary for him to account, not only for the money, etc., that may have come into his *own* hands as clerk, but is required also to show the receipts, disbursements, etc., of his predecessor for a period of one month. To obviate this difficulty and hold each clerk responsible for his own official conduct, the law should be so changed as to require the clerk to make a report *first* to his district at the annual meeting, and, *after* such report has been criticised and corrected, if needs be, by the district, a copy thereof should be sent to the Superintendent. A large proportion of the errors found in the reports of the clerks can be traced to this defect in the law.

MARCH APPORTIONMENT.

The apportionment of the School Fund in the county treasury should not

be made on the "third Monday of March," but from two to four weeks later. Usually, on the third Monday of March, only about one-fourth of the taxes have been collected; whereas, if the apportionment was made a month later, all the taxes would have been collected and the schools would have the benefit of the use of the money for the next six months or year, instead of having it locked up in the county vaults or deposited in some bank for that length of time.

GRADED SCHOOLS.

The law should also provide for a system of graded schools. Upon this important subject it is now silent. Whatever has been accomplished in the past toward the grading of our schools, has been done without the direct authority of the law. Upon a matter of so much importance to the educational interest of the State as graded schools—without which there can be no such thing as a system—the law should not be silent or merely passive, but it should speak out in clear and unmistakable terms. Wherever a sufficient number of pupils can be collected together, a graded school should be established. The directors should have power to classify and grade the scholars, and cause them to be taught in such schools or departments as they may deem expedient. The law should also authorize the directors to determine the qualifications for admission to such schools or departments, and to prescribe courses of studies and text-books for the use of the school, and to make such rules and regulations for the government thereof as they may think needful.

Such a law is indispensable to the rapid advancement of education. Unless some such law shall be passed by the Legislative Assembly, our schools in general will make but slow progress. Nor is it necessary for me to offer arguments in support of so plain a proposition. The reasons are obvious, and are well understood by all who have given the subject due consideration. It is no longer a matter of theory or argument. Thousands of graded schools are in successful operation in different parts of the country, and their superiority has been fully demonstrated *by actual experience*. It is generally, perhaps I should say universally, conceded by educators, that children make much more rapid advancement in such school than in those that are ungraded. But we need not go away from home for proof.

The present prosperous condition of the schools of the city of Portland, as compared with what they were a few years ago, is a living example of the superiority of graded schools. While efforts were made several years ago to classify and grade these schools, yet prior to 1874 there was but little system. Since the re-organization of that year I think I am safe in saying the schools have advanced fully fifty per cent. in efficiency of instruction and in the whole atmosphere of discipline, method and scholarship. However, as early as 1870-'71-'72, Rev. G. H. Atkinson, then county Super-

intendent, labored earnestly in behalf of these schools, and in fact *then* laid the foundation upon which the present system has grown. Too much credit can not be given him and his immediate successor, Rev. T. L. Eliot, for their efforts in evolving from chaos, "The School System of Portland." But for my purpose, at this time, it matters not who were instrumental in founding our schools upon a proper basis. That is a matter of history. Besides those mentioned, many others have aided materially; but to whomsoever the credit belongs, the fact as above indicated still remains that since the graded system was introduced, the schools have been growing in public favor and usefulness; and in my judgment, have already reached a degree of perfection not possible to attain under the old system, or rather want of system, of mixed or ungraded schools. But graded schools are not necessarily confined to cities and large towns. Such schools should be organized in smaller towns and densely populated rural districts, where an hundred or more children can be collected together. Of course in the latter the classification and grading cannot be so complete. Nevertheless the school should be divided into departments all the same, and be properly classified.

EAST PORTLAND.

While the schools of Portland are deservedly popular, those of East Portland—though just across the river—are either unknown or reputed to be very poor. I am pleased, however, to say that this blot upon East Portland is rapidly disappearing. Her people are becoming alive to their true interest in this matter, and are laboring diligently to build up a system of schools in their little city second to none in the State. And they will succeed. Within less than a year they have built a good two-story school house, costing something over \$7,000. It is located upon a beautiful site at the head of L street. It can be seen from almost any point in either Portland or East Portland, and is the most conspicuous building in the place, and attracts general attention. The grounds are large, containing over two blocks, and when properly improved and ornamented, will probably be the finest in the county. A portion of the building was completed last October, a corps of teachers employed and the work of grading the schools was at once commenced. New rules and regulations were adopted by the Board, quite similar to those of Portland. Since the re-organization, the schools have advanced with no little degree of rapidity, and will continue to improve from year to year. Indeed, the growth in the last few months, in efficiency and scholarship, has been almost marvelous. I never knew a school to make more rapid progress. At the present rate of advancement, but a few years at most will pass before the schools of East Portland will be equal to the best. Sufficient progress has already been made that we can

confidently point to this school as another living example of the superiority of the graded school.

We hope to have a number of graded schools, with three or more departments, in this county, within a brief period. District No. 31 has commenced and partly completed a good two-story school building during the year. As soon as the house is fully completed the school will be divided into at least two departments, and as this district is rapidly increasing in population other departments will soon follow. District No. 5 (Mount Tabor) has already two departments, and it is proposed soon, probably during the present year, to put up another building and add another department. One thing that retards the grading of our country schools very much is the smallness of the districts. A law, therefore, providing for a system of graded schools, should authorize the union of two or more districts for such purposes, particularly for the support and maintenance of the advanced grades.

There are other amendments that should be made in the law, but it seems to me that those above mentioned are the most important.

Polk County—Hon. S. F. Bennett, Superintendent.

The average per cent. of taxes levied cannot be reported, from wants in the reports. From similar cause, it is impossible to fill out many other branches of this report.

There are several excellent private schools in this county, and also a college, but reports come from but one of the schools.

Many teachers have not reported the sexes in average attendance, but only the total. Some have reported a total enrollment of a small number as 30, an average attendance of 70 or 80. Such reports I have not considered in these respects.

Clerks have reported in several instances a much greater sum expended than received, while but one of them has shown that fact by reporting the indebtedness. Some have spent more than received, and left a balance on hand.

If I might venture a suggestion: How would it effect the interests of education to have two lists of questions for the two grades of certificates, and disqualify those holding second grades from teaching in any school above the grade of primary? I do not give my plan in full, but just an idea of it.

Umatilla County—Hon. J. C. Arnold, Superintendent.

You will see that the money columns do not balance. I presume this is the result of the imperfections in clerks' reports. But few teachers sent in their reports, hence I am unable to fill out the number in each of the common school branches. In some cases, I had to complete the clerks' reports, partly by guess, in order to make my report even as complete as it appears.

Cannot some law be made compelling school clerks to be more careful in reporting.

Our county is quite a large one, and is rapidly being settled by families, who come here to make homes, which I find is filling up the schools, to a certain extent, and the interest in common school work is becoming more and more significant. The District Teachers' Institute, held here in April, last year, did much good, not only with the more prominent teachers, but all those who are in any way connected with the common school interests—the patron as well as the teacher. Could you favor us by holding another Teachers' Institute at Weston during the coming year? A fine building has been completed in Weston, recently, and dedicated to public schools and school work. It is the best school building in the county, and would be a commodious one in which to hold a District Teachers' Institute.

In regard to coming legislation, I would say that a law should be passed requiring each justice of the peace in any county, to notify the School Superintendent of such county, of all fines, sales, etc., the proceeds of which go into the school fund. In such a case, the School Superintendent could charge the County Treasurer with such amounts, and trace them up—until such sums were paid into the school fund. As the law now is, the Superintendent has no means of knowing anything about the matter more than what the County Treasurer chooses to tell concerning the portion of such amounts that may reach him. I have found a case where the justice kept the money, and made no returns, which, it seems to me, might be done often, and I believe such is done. I have no idea that fifty per cent. of such sums ever find a place in the school fund, taking the State in general.

If it should be made the duty of the justice, and also the duty of the school clerk in whose precinct the justice resides, to notify the Superintendent as above, these two officers in connection with the Superintendent of Schools and County Treasurer, would impose checks upon each other, and every dollar belonging to the school fund would find its way into the treasury.

I am put out again for Superintendent. Financially considered, it would be well for me to decline; but as it gives me power to work, I shall go on, and serve if elected. I get \$300 in script per annum, which amounts to some \$180 in coin, and I have an area of 5,040 square miles to travel over, in getting to my schools, some fifty in number, when all are going. A law should be passed securing salaries to Superintendents.

Union County—Hon. L. J. Rouse, Superintendent.

From the incomplete reports received, this report is the best I could make out. The schools, during the past year, have prospered; but owing, in many places, to opposition to direct tax, I think the State levy should be at least double what it is at present. The University at La Grande has been well patronized, and is doing a good work.

Wasco County—J. M. Garrison, Superintendent.

I find it beyond my power to give a correct report, particularly the finances, as the district clerks have, in quite a number of instances, failed to render me anything intelligible regarding the same, and some failed to make any report. From all the data within my reach, I have endeavored to make this report as complete as possible. There has been no report regarding the per cent. of taxes levied, simply a statement of the amount raised by tax. The branches taught and the number of pupils pursuing the same were not reported on completely, hence I give the best in my reach. I am sorry the school system is not such as to afford the County Superintendent means of making his report full and complete in every particular. The County Treasurer has not reported the county and State fund separate, but has united them into one common fund, hence I cannot in my report give them separate. I am obliged to give merely the totals of the average daily attendance, because they were only reported to me in total. Owing to the disabilities under which they labor, the schools of this county are in a prosperous condition. The school houses are but few, furnished with proper furniture, apparatus and working material. It is to be hoped that our county will, ere long, be settled up so that our funds will be adequate to have school sessions of longer periods. The graded schools are up to the proper standard and in fine condition.

Washington County—Hon. J. D. Robb, Superintendent.

I shall simply state that the school year just closed, has been one of unusual interest and prosperity. The average attendance has been much better than that of the previous year. And the coming year promises to be, in an educational point of view, far in advance of last year. Teachers, parents and children, are wider awake on the subject of education in this county than ever before; and we all expect to have thorough work done this year. I think the coming State Legislature should increase the school tax one mill on the dollar. They should make four grades for teachers' certificates, say for 6, 12, 18 and 24 months. The school law should give the County School Superintendent the right to inquire into the financial condition of all the school districts in his county.

Yamhill County—J. H. Carse, Superintendent.

I hope you will excuse the delay. I have been very busy with work on the farm and in the office. I sat down several times to finish, but friends came in or something occurred to arrest the work.

I never kept an accurate account of the number of applicationns for certificates. At the public examinations, quite a number present themselves who do not desire to teach and no certificate was issued to them.

There is no district which reports paying rent for "School Rooms." One or two districts reported an amount for furniture, but it was so small I included it in the item for school purposes. On the whole, the reports were in a better shape this year than last, but quite a number did not balance. That part of the report taken from the teachers' reports is nearly correct. One teacher made no report after I left her a blank. Others made out on a sheet of paper because it required less work. The only private school is the McMinnville College, and the clerk of that district said nothing about it. The only Academy in the county is the one at Lafayette, but is not reported as such. It is known as district No. 22, and is reported in that way.

In giving you the numbers I have kept strictly to the clerk's figures and have left the totals blank so you could fill yourself. Only a few teachers take any journal of education; they seem to take no taste for such reading. There are more teachers in this county this spring than usual from Forest Grove.

They usually have No. 1 certificates, even if they have only taught but three months. I commence visiting the schools of the county next week. Can't you pay us a visit during the month of June.

RULES AND REGULATIONS
FOR THE GOVERNMENT OF
PUBLIC SCHOOLS AND SCHOOL OFFICERS
IN OREGON.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

RULE I. The Superintendent of Public Instruction shall issue to the several County Superintendents, in time for the public examinations of teachers in March, June, September and December of each year, printed lists of uniform questions, prepared by the State Board of Examination, for use at those examinations, in accordance with the rules hereinafter prescribed for the government of County Superintendents.

RULE II. The State Superintendent shall have the right to decide all appeals from County Superintendents, but in any case of sufficient importance he may bring the matter before the State Board of Education for determination. No appeal shall be heard unless notice thereof, in writing, shall have been first given to the County Superintendent, by the party appealing, as hereinafter provided, nor unless a copy of such notice shall have been transmitted, with the papers relating to the case, to the State Superintendent.

RULE III. The State Superintendent shall have the right to grant certificates only upon appeals from County

Superintendents, and then only in case it appears that the County Superintendent has done the candidate substantial injustice.

COUNTY SUPERINTENDENT.

RULE I. At the public quarterly examinations of teachers, provided for by law, it is expected that the County Superintendent will use the uniform questions furnished by the State Superintendent; and that if, for any cause, he fail to do so, he will use an equal number of other questions of the same grade as those so furnished, as nearly as may be, and forthwith transmit a copy of them to the State Superintendent. The County Superintendent is required at these examinations to summon to his aid the assistants mentioned in subdivision 8 of section 25 of the School Law, and no certificate issued without complying with this provision is valid.

RULE II. In private examinations the County Superintendent may, if practicable, use the same questions as at the last preceding public examination, and, in any case, questions of the same grade and number shall be used. In conducting such examinations, the Superintendent shall be aided, if practicable, by the assistants employed at the last public examination.

RULE III. Examinations of teachers, whether public or private, shall in every case be conducted as far as possible in writing; and the questions and answers, endorsed with the candidate's name and the date of the examination, shall be filed in the office of the County Superintendent, and kept as a part of its permanent records.

RULE IV. Only two grades of certificates can be issued by County Superintendents. To obtain a certificate of

the first grade the applicant must answer correctly at least eighty per cent. of all the questions asked him. To obtain a second grade certificate the candidate must answer correctly sixty per cent. of all the questions asked. No certificate whatever shall be issued to any applicant who falls below forty per cent. in any two branches of study.

RULE V. County Superintendents must require all applicants for teachers' certificates, who are not personally known to them to be of good moral character, to present satisfactory written testimonials to that effect from two or more persons of respectable standing. Such testimonials shall be filed with the examination papers, and shall remain permanently in the office of the Superintendent.

RULE VI. The County Superintendent is hereby authorized to revoke any certificate obtained by fraud, or misrepresentation as to the character of the applicant, or where the holder has been guilty of gross immorality since the certificate was granted. But no certificate shall be revoked unless the holder shall have been duly notified of the charges against him, and shall have had an opportunity to defend against them, nor unless the charges shall have been fully proved. The action of the County Superintendent in revoking a certificate is subject to an appeal to the Superintendent of Public Instruction, as in other cases.

RULE VII. When an applicant has been refused a certificate in one county no certificate shall be granted him in any other county in the State within three months thereafter, unless the decision of the County Superintendent, in refusing the same, shall have been duly reversed on appeal.

RULE VIII. In case an applicant for a certificate be-

lieves that the County Superintendent has done him injustice upon examination, and intends to appeal to the Superintendent of Public Instruction, he shall, within five days after said examination, notify the County Superintendent, in writing, of his intention. Within ten days after such notice the County Superintendent shall transmit to the Superintendent of Public Instruction the notice of appeal, testimonials of character of the applicant, and the questions used at the examination, together with the candidate's answer thereto. All of said papers, except the notice of appeal, must be returned to the County Superintendent as soon as the appeal is determined.

RULE IX. In no case shall a County Superintendent grant a certificate to teach without first examining the applicant as to his qualifications in the manner provided by law and by these rules, *except that* the holder of a valid county certificate in any county in this State may, within the time for which the same was issued, upon presentation thereof to the County Superintendent of the same, or any other county, and upon payment of the usual fee, have another certificate of the same grade granted to him, without undergoing any examination, in the discretion of the County Superintendent. But to enable the holder of any certificate to avail himself of this privilege, his original certificate must have been issued in strict conformity with the law and with these rules, after a full and thorough examination.

TEACHERS.

RULE I. The teachers in the public schools of this State shall dismiss all pupils under eight years of age, after a four hours' session, each day, or where that is not practicable, shall allow to pupils of that age recesses of such

length that the actual confinement in the school-room shall not exceed three hours and a half per day.

RULE II. Teachers shall exercise watchful care and oversight over the conduct and habits of the pupils, not only during school-hours, but also at the recesses and intermissions, and while going to and returning from school.

RULE III. It is expected that a strict and wholesome discipline will be constantly maintained in all public schools ; but teachers are cautioned against displays of ill temper and undue severity in the school-room.

RULE IV. In any case of gross misconduct or insubordination, when the teacher deems it necessary for the good of the school, he may suspend a pupil, and shall immediately notify the directors of the district thereof. The directors shall forthwith meet and consider the matter, and if they approve the action of the teacher, and think the case calls for further punishment, they may expel the pupil from the school.

RULE V. Teachers in the public schools shall, to the utmost of their ability, inculcate in the minds of their pupils correct principles of morality, and a proper regard for the laws of society, and for the government under which they live. But no sectarian or partisan instruction shall be given in the schools.

RULE VI. Every public school teacher shall give vigilant attention to the temperature and ventilation of the school-room, and shall see that the doors and windows are opened at each intermission, for the purpose of changing the atmosphere of the room. He shall require his pupils to take proper exercise, and shall encourage healthful play at the recesses, but he shall strictly prohibit all dangerous and immoral games and amusements.

RULE VII. Teachers shall have the right, and it shall be their duty, within reasonable limits, to direct and control the studies of their pupils ; to arrange them in proper classes, and to decide, subject to these rules, what and how many studies each shall pursue. But no pupil shall be required to pursue more than four studies at any one time, exclusive of writing and spelling.

RULE VIII. In all ordinary ungraded district schools in this State, where there are pupils of the proper age and degree of advancement, classes shall be organized and kept up in all the following named studies, to wit : First, Second, Third, Fourth and Fifth Reader ; Orthography ; Science of Government (optional) ; Primary Mental Arithmetic, Rudiments of Written Arithmetic, Practical Arithmetic, and Advanced Mental Arithmetic ; Primary and Advanced Geography ; Beginners' and Advanced Grammar ; United States History ; Beginners' General History ; and Penmanship. In such schools no branches additional to these shall be taught unless the directors so order by positive vote, and in no case shall teachers neglect the classes pursuing the above named studies in order to make room for any additional branches. In high schools and other public schools of advanced grades the following named studies, together with such others as the directors may prescribe, may be taught in addition to those above mentioned, to wit : Higher Arithmetic, Algebra, Geometry, General History (advanced), Composition, Physiology, Natural Philosophy, Chemistry, Botany, Book-keeping, and Science of Government (optional). Nothing in this rule shall be so construed as to prohibit or prevent teachers from introducing into their schools such oral instruction and "object lessons" as they may deem necessary or suitable.

RULE. IX. Following is a list of the books of the "authorized series:"

Orthography—Pacific Coast Speller.

Reading—First, Second, Third, Fourth and Fifth Readers, of the Pacific Coast Series, and Hopkins' Manual of American Ideas, in lieu of Sixth Reader (optional).

Arithmetic—Thompson's New Graded Series (including New Mental for primary classes; New Rudiments and New Practical), and Brook's Normal Mental (for advanced classes.)

Geography—Monteith's Introduction to Manual, and Physical and Intermediate (both Pacific Coast edition).

Grammar—Clark's Beginners', and Normal.

United States History—Barnes' Brief History.

General History (for beginners)—"Peter Parley's Universal."

Penmanship—Spencerian System and Copies.

FOR ADVANCED GRADES.

Higher Arithmetic—Robinson's Progressive Higher.

Geometry—Brooks'.

Algebra—Brooks'.

General History (advanced)—Anderson's.

Composition—Hart's.

Physiology—Steele's "14 Weeks."

Natural Philosophy—Steele's "14 Weeks."

Chemistry—Steele's "14 Weeks."

Botany—Wood's Botanist and Florist.

Book-keeping—Bryant and Stratton's (High School edition).

RULE X. In schools where it is deemed necessary to begin instruction in reading in a book of easier grade than the Pacific Coast First Reader, a suitable Primer may be used for that purpose.

RULE XI. Every teacher in the public schools is here-

by required to provide himself with a School Register, in which he shall carefully note the attendance and standing of his pupils. The "Class Register" prepared by Prof. R. K. Warren, of Albany, is recommended as an excellent one for this purpose. At the close of the term the teacher shall furnish the clerk of the district with an accurate copy of the Register for the term.

RULE XII. At the close of every term of school the teacher shall thoroughly examine his pupils in the studies of the term, using written questions and requiring written answers whenever practicable; and the standing of each pupil in examination shall be noted accurately upon the School Register. Whenever, at the close of a term of school, it shall be ascertained that the average standing of any pupil in recitation and examination, in any of the studies of the term, equals or exceeds ninety per cent., he shall be furnished with a written certificate to that effect signed by the teacher. Such certificate shall be deemed a reward for proficiency; and if presented to the teacher upon admission to any public school in the State, within three months thereafter, it shall be taken as *prima facie* evidence that it is not necessary for the student to go over the studies therein named, and shall be duly considered in determining the classes to which he is to be assigned.

RULE XIII. Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school, and no excuse shall be deemed valid except that of sickness or necessary employment. The teacher shall be the judge of the sufficiency of excuses, subject to an appeal to the directors.

RULE XIV. Whenever the unexcused absence of any

pupil during any one term shall amount, in the aggregate, to seven days, he shall be expelled from the school, if the directors so order; and the teacher shall suspend him until the opinion of the directors can be taken. For this purpose unexcused absences or tardiness for a half day or less, and for more than one hour, at any one time, shall be deemed a half days' absence; and such absence or tardiness for more than a half a day, at one time, shall be reckoned as absence for a whole day.

RULE XV. It is recommended that suitable "Rolls of Honor" be provided for use in the public schools, upon which shall be enrolled the names of those pupils of the schools, not exceeding ten in number in any one school, who, at the close of any term, shall be found to have attended school most regularly and promptly during the term, and to have received the best standing and maintained the most correct deportment.

RULE XVI. The teacher of every public school shall, at the close of each term, make out and transmit to the County Superintendent a written report, according to such form as may be furnished by the State Superintendent.

RULE XVII. Teachers in the public schools are required, if possible, to attend all Teachers' Institutes held under authority of law in the counties in which they reside. County Superintendents are hereby instructed and directed to ask all applicants for teachers' certificates, who have previously been engaged in teaching in the public schools in this State, whether they have attended the Institutes held under authority of law in the counties where they were employed, and if not, why not. If any candidate shall reply that he has not so attended, and shall fail to give a satisfactory excuse therefor, the County Superin-

tendent shall mark down his standing in "teaching" accordingly. It is earnestly urged upon all school directors to afford to their teachers every facility for attending Institutes, and to allow them a reasonable time for such attendance, without any deduction from their wages, and without requiring them afterwards to make up the time so spent.

RULE XVIII. In all public schools in this State, the teachers shall require of their pupils regular stated exercises in composition and declamation.

RULE XIX. In all schools where there are primary pupils, it is recommended that exercises in free gymnastics and suitable vocal and "*breathing exercises*" be given daily.

PUPILS.

RULE I. No pupil shall be allowed to retain connection with any public school unless provided with books, slate and other things required to be used in the classes to which he is assigned; but no pupil shall be excluded for this cause unless the teacher shall have given one week's previous notice to the parents or guardians of such pupil of the articles needed. Indigent pupils may be supplied with books, etc., at the expense of the district, if the directors so order.

RULE II. Pupils affected with contagious diseases shall not be allowed to remain in any of the public schools.

RULE III. Every pupil is required to attend school punctually and regularly; to conform to the regulations of the school; and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and

kind and obliging to school-mates; to refrain entirely from the use of profanity and vulgar language, and to be clean and neat in person and clothing.

RULE IV. Any pupil who shall, in any way, cut or otherwise injure any school house, or injure any fences, trees or out-buildings belonging to any school, or shall write any profane or obscene language, or make any obscene pictures on the school premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offense.

The following graded course of study has been prepared as a sort of model to aid teachers in organizing their schools and classifying their pupils. It is recommended to teachers for that purpose, and it is hoped that they will find it useful in enabling them to be systematic in their work. It is not expected, of course, that it will or can be strictly followed in all cases, but teachers are requested to adopt, at least in outline, this or some similar system of grading:

GRADED COURSE OF STUDY FOR COMMON SCHOOLS.

GRADE I.

Alphabet, Primer or charts—Read and spell the words; count and read numbers to 100. Elementary sounds begun.

GRADE II.

First Reader—Spell all the words: six grammatical pauses. Elementary sounds completed. Thomson's Mental Arithmetic to fractions. Easy examples in addition and subtraction. Numerate and notate to millions. Learn and form script letters. Slate writing and drawing.

GRADE III.

Second Reader—Accent, inflection, emphasis. Spell from Reader. Finish Thomson's Mental Arithmetic. Numerate and notate ten places. Roman numbers to 100. Easy examples in four fundamental rules. Slate writing and drawing. Declamations.

GRADE IV.

Third Reader—Pitch, rate, force. Spell from Reader. Thomson's Rudiments as far as fractions—*thorough*. Writing with pen and ink; movement—slant, height, shade proportion of letters. Drawing. Clark's Beginners' Grammar through first part. Short compositions from dictation. Declamations.

GRADE V.

Fourth Reader—Spelling from Reader. Finish Thomson's Rudiments. Writing; movement practice; analyze both small and capital letters. Finish Clark's Beginners' Grammar. Easy composition; use of capital letters and grammatical pauses. Geography, Monteith's Introduction to Manual. P. Parley's Universal History, first half. Map drawing. Declamations.

GRADE VI.

Fifth Reader—General Spelling (written.) Brooks' Normal Mental, first half. Thomson's Practical, as far as percentage. Writing; movement practice. Clark's Normal Grammar, as far as part third. Composition, without dictation. Parley's History completed. Monteith's Physical and Intermediate Geography, as far as 80th page. Map drawing. Declamations.

GRADE VII.

General spelling (written). Writing; movement practice. Thomson's Practical Arithmetic completed. Brook's Normal Mental completed. Clark's Normal Grammar completed. Monteith's Physical and Intermediate Geography completed. Composition continued. Barnes' Brief History of Untied States. Map drawing. Declamations.

SALEM, Oregon, September 1st, 1876.

L. F. GROVER, Governor,

S. F. CHADWICK, Secretary of State.

L. L. ROWLAND, Sup't Pub. Inst.,

State Board of Education.



COLLEGES, ACADEMIES AND PRIVATE SCHOOLS.

ACADEMY OF THE SACRED HEART.

This institution, so well and favorably known, was founded in 1863, and is under the direction of the Sisters of the Most Holy Names of Jesus and Mary.

The object of the Sisters of the Academy of the Sacred Heart is, to instruct the pupils confided to their care in the fundamental and higher branches of a thorough English education, endeavoring at the same time to foster in them those virtues and social qualities which will enable their possessors to diffuse happiness in the sacred precincts of home, and move through society with that modest amiability and ease which will make them both its ornament and its pride.

Pupils of every religious denomination are indiscriminately received, and all interference with their religious convictions carefully avoided.

The present building, completed July, 1873, is specially adapted to educational purposes, and is among the finest in the State. The location is secluded, but pleasant; the rooms are spacious and well ventilated, heated by hot-air furnaces and lighted by gas. The class-rooms are supplied with maps, astronomical, zoological and historical charts, globes, etc. The play-grounds are extensive and shady, and, being provided with ample means for amusement, afford every inducement for healthful out-door recreation;

this, during the winter months, is replaced by frequent exercises in calisthenics. In a word, it is the constant aim of the teachers not only to promote the progress, health and comfort of their pupils, but also to surround them with every available element of the beautiful, both in nature and in art, and thus develop that inborn principle which makes the beautiful and good ideals to which heart and mind aspire.

The plan of instruction is extensive, but complete. Pupils who do not intend pursuing the entire course are always permitted to limit themselves to those studies which are considered most practicable in ordinary life. This selection, left to the teachers, is, if possible, made to correspond to the wishes of parents or guardians, when expressed. No pupil, however, is permitted to discontinue, without sufficient reason, a study when once begun. Optional studies form an exception to this rule.

The scholastic year is divided into four terms of ten weeks each, beginning on the last Monday of August and ending on the third Thursday of June.

TERMS PER ANNUM.

Board and tuition (including French).....	\$160 00
Entrance fee (paid but once, when the pupil first enters)	5 00
Bed and bedding	12 00

DAY ACADEMY.

Primary Department, per term.....	5 00
Junior Department, per term.....	6 00
Preparatory Department, per term.....	8 00
Senior Department, per term.....	10 00
Piano, organ, guitar, accordeon, vocal music (private	

lessons), wax flowers and fruits, drawing, painting in water colors, pastel, Grecian, oriental and oil painting, are optional studies, and each forms an additional charge for the pupil receiving instruction therein.

Singing in class, plain sewing, various kinds of ornamental needle work, all kinds of Berlin and bead work, etc., etc., have separate hours devoted to them, and are taught free of any charge.

Composition and mathematics are made specialties. To encourage the former and make it a less onerous duty for the pupil, a society, known as "St. Rose's Literary Society," was organized August, 1876. Its special object is the promotion of English literature, history, original composition and elocution. Under its auspices the "Violet," a college paper, is now issued in manuscript form. The "Violet" was begun February, 1875. It was then favorably noticed by the Salem press.

The pupils have access to a well-selected library. The library is, for the most part, due to the munificence of the citizens of Salem and the patrons of the institution, who subscribed the sum of \$616 25 for that purpose.

A cabinet of Natural History has been begun within the last few years, to which frequent additions are made by friends and former pupils.

Gold medals and diplomas are conferred on pupils of the graduating class, who, having completed the scientific course, pass a satisfactory examination.

ALBANY COLLEGIATE INSTITUTE.

This institution is located in Albany, Linn county, Oregon. It was organized in 1867. The buildings are built in the center of a beautiful campus, consisting of seven

acres of land, and at a cost of about \$8,000. The first President was Rev. Wm. J. Monteith, after whom Rev. Henry Bushnell, Rev. Dr. Geary, Prof. R. K. Warren, Rev. H. W. Stratton and Dr. D. B. Rice each served a term in succession as President, Dr. Rice being the present incumbent. The present school year begins September 2, 1878, and ends June 16, 1879. The Faculty during the present year consists of Dr. Rice, M. D., President; H. H. Hewitt, A. B., Professor of Mathematics and Ancient Languages; Miss Mary E. Finlayson, B. S., Preceptress and Teacher of Natural Sciences; Miss Lizzie Geary, B. S., Teacher of Modern Languages and Moral Sciences; Miss Nettie Piper, Teacher of Music; Mrs. A. B. Peters, Teacher of Drawing.

ACADEMY OF MARY IMMACULATE,

For young ladies, under the direction of the Sisters of the Holy Names of Jesus and Mary. Dalles City, Oregon.

The object of this institution is to educate young ladies in all the useful and ornamental branches generally taught in the most approved schools.

The moral and intellectual improvement of the pupils is attended to with the greatest solicitude, and the most devoted attention paid to their domestic comfort. At all hours the young ladies are under the watchful care and government of their teachers.

Pupils of every religious denomination are indiscriminately received, and all interference with their religious convictions carefully avoided. Good order, however, requires that all should conform to the general regulations of the institution.

All letters sent, or received by the pupils, are subject to the inspection of the Superiress.

The scholastic year commences about the 20th of August, and terminates at the end of June. It is divided into four terms of eleven weeks each.

Besides the uniform dress (a sample of which can be procured at the institution) each pupil must be provided with four dresses, three night-gowns, four changes, combs, brushes, four towels, a basin and pitcher—the bed and bedding can be furnished by parents or rented at the institution,—four table napkins, a knife and fork, table and tea spoon, and one tumbler.

For clothing, books, washing, &c., no advances are made by the institution. To liquidate such bills a sufficient sum must be deposited with the pupil or the Superioress.

When parents or guardians desire to withdraw their children or wards, they are requested to give timely notice, settle all accounts, and forward money to defray traveling expenses.

The course of instruction embraces the various branches which constitute the elementary and higher departments of education.

COURSE OF STUDIES.

Primary Department.—Spelling, Reading, Penmanship, First Lessons in Arithmetic, Geography, General Questions, First Lessons in Natural Philosophy, and Composition Exercises.

Junior Department.—Dictionary, Reading, Penmanship, Arithmetic, Geography, Grammar, First Lessons in Composition, Epistolary Correspondence, Elements of Natural Philosophy, United States History and Familiar Science.

Preparatory Department.—Dictionary, Reading, Penmanship, Arithmetic, Geography, Grammar, Rhetoric,

Ancient History, Botany, Astronomy, Chemistry, General Questions, Composition and Epistolary Correspondence.

Senior Department.—English Synonyms, Elocution, Rhetoric, Grammar, Logic, Astronomy, Uses of the Globes, General History and Mythology, Arithmetic, Algebra, Book-Keeping, Geometry and Trigonometry, Natural Philosophy, Natural History, Botany, Chemistry, Geology, English Literature and Criticism.

TERMS :

Board and Tuition per year (each term payable in advance).....	\$160 00
Entrance Fee..	5 00
Piano, with use of instrument	60 00
Guitar	48 00
Bed and bedding.....	12 00

DAY SCHOOL.

Primary Department, per term, (payable in advance)	\$ 6 00
Junior	8 00
Senior	10 00

Gratuitous lessons are given in plain and ornamental needle-work, embroidery, knitting, crochet, bead-work, etc.

No deduction is made for partial absence, or withdrawal of a pupil before the expiration of the term, unless in case of protracted illness.

For further particulars apply at the Academy.

BAKER CITY ACADEMY,

Located in Baker City, was incorporated and opened for the reception of students in 1868. At its organization, F.

H. Grubbe, A. M., was elected Principal, in which capacity he served for several years, being supported in the instructional labors of the Academy by competent assistants. Prof. Grubbe resigning, S. P. Barrett, A. M., was called to succeed him in the school, where he continued to labor until last fall, when he resigned to accept the principaship of the Dalles City High School. This Academy has, from its commencement, exercised a most healthful influence upon the entire school work in Baker county. Prof. Wm. Harrison is principal at present.

BETHIEL ACADEMY.

This Academy, established at Bethel, Polk county, in 1852, was chartered by the Territorial Legislature in 1855, and placed under the control of a self-perpetuating Board of Trustees. By judicious management and efficient labor, it grew in public favor until it became, for some years, one of the most prosperous institutions of learning in the State, being largely attended, and attracting students from distant parts of the country. Among the special facilities for imparting instruction, the Academy possessed a carerfully selected library, with maps and charts, and also a choice philosophical and chemical apparatus. It had, and indeed still has, a considerable endowment fund, but the exact amount cannot just now be ascertained. The sources of revenue have always been tuition fees and interest on the endowment fund. The management has always been such as never to allow it to incur any indebtedness whatever.

This school is still capable, with its good buildings, apparatus, library, endowment, etc., of sustaiuing a thorough course of academic instruction. Quincy A. Grubbe is at present principal.

THE BISHOP SCOTT GRAMMAR AND DIVINITY SCHOOL,

In Portland, is a boarding and day school for boys, under the supervision of Bishop Morris, of the Protestant Episcopal Church. It was founded by Bishop Morris in the year 1870, and named by him after his predecessor, the Right Rev. Thomas Fielding Scott, D. D. It has a very fine situation; and ample grounds of nearly four blocks. The large and commodious building, first erected, was burned, with its furniture, on the 8th of November last, involving a serious loss to the institution. This building has been replaced by one somewhat less in size, but of superior architectural character, and with many improvements in its arrangement. This building has been erected and furnished a cost of \$16,000. It is an admirable school building, and justly considered an ornament to the City of Portland. When the building was burned in November last it had a school of 83 boys, 40 of whom were boarders, brought from various and remote parts of the country—from the States of Oregon and California, from Washington Territory, and Honolulu.

The valuable library of the school was much damaged by the fire, and the philosophical and chemical apparatus almost destroyed. These will be replaced as soon as possible, and put in a separate and fire-proof building.

The school has no incumbrances upon its property, and has a small and slowly increasing endowment of \$10,000.

It opens this year with encouraging prospects, under the headmastership of Mr. Joseph Hill, a graduate of Yale College. President Porter, of Yale College, says that "Mr. Hill has had ample experience in teaching, is mature

in years, and is well fitted to take charge of a high school. He is a man of excellent character, and cannot fail to give satisfaction as a teacher." Under the direction of Mr. Hill the friends of this institution look forward with hopefulness to the increasing usefulness of the Bishop Scott Grammar School, and confidently offer it to those seeking a safe home for their sons, as a place where they will be kindly cared for, and well fitted for business requirements, or for entrance into college.

CHRISTIAN COLLEGE.

This institution of learning, located at Monmouth, Polk county, Oregon, was chartered in 1865, Bethel Collegiate Institute and Monmouth University, two flourishing, but rival schools, having been merged, by the Oregon Annual Christian Co-operation, into one school, under the name of *Christian College*.

The first board of instruction was organized in 1866, consisting of L. L. Rowland, A. M., of Bethany College, Virginia, Dr. N. Hudson, A. M., A. W. Lucas, William R. Bradshaw and Mrs. Nevins, with L. L. Rowland, A. M., as President; commencing its first course of instruction on the first Monday in September, and continuing in successful operation since that time.

This College is under the auspices of the Christian Brotherhood of Oregon, and the charter places it in the hands of a board of trustees of twenty-six members, making it their duty to render the institution, in all respects, equal to the demands of the age. The trustees are chosen every six years, one-third retiring annually.

The College possesses buildings and grounds valued at \$20,000, and has an endowment of \$25,000.

There are two separate and complete courses of study—the classical and the scientific; and the degree of Bachelor of Arts may be obtained by ladies and gentlemen completing the former, and that of Bachelor of Science by those finishing the latter. The degree of Master of Arts may be conferred upon any worthy Bachelor of Arts of three years' standing.

The session begins on the first Monday of September, and is divided into two terms of twenty weeks each. The College closes its labors on Wednesday before the third Sunday in June of each year.

TUITION.

Primary department, per term.....	\$ 9 00
Preparatory department, per term.....	15 00
Collegiate department, per term	20 00
Janitor's fee, per term.....	2 00
Music, with use of instrument, extra.....	\$11 to \$25
Fee for Diploma.....	5 00

The thirteenth session of this College will open on Monday, September 16, 1878, with the following corps of teachers :

T. F. Campbell, A. M., President and Professor of Biblical Literature; also pro tempore Professor of Classical Literature. T. D. Stanley, A. M., Professor of Physical and Moral Science; J. E. Fenton, A. B., Professor of Mathematics.

The Primary and Preparatory Departments will be under a full and competent corps of teachers.

The prospect for a full and successful session is most encouraging.

Altogether, we congratulate the friends of education and the patrons of Christian College on its increasing and assured success.

LITERARY SOCIETIES.

There are five belonging to the College, viz.: Hesperian, Philosophian and Neopian, composed of young gentlemen; the Vespertine, composed of young ladies, and the Associate Alumni, consisting of the graduates of the College in the regular courses.

CORVALLIS COLLEGE.

Founded by the M. E. Church, South, in 1865. Incorporated August 22, 1868, and placed under the direction of a Board of twenty-two Trustees. The Legislature, in 1868, located the State Agricultural College here.

Value of buildings, \$8,000; lot, \$1,000; apparatus, \$2,500.

The Agricultural College has an endowment of 90,000 acres of land. Value of farm near College, \$5,000. Receives annually from the State, \$5,000.

The next session begins the 2d of September and ends the 28th of May following.

The School of Physical Science, the School of Moral Science, the School of Mathematics, and the School of Languages, are now in active operation.

There are four degrees conferred: A. M., A. B., B. S., Graduate in a School.

Salary of President, \$1,800; Professors, \$1,450; Preparatory Teacher, \$1,050.

One hundred and forty students were enrolled last session.

FACULTY.

B. L. Arnold, A. M., Ph. D., President and Professor of Moral Philosophy and Physics, elected in 1872; Rev. J. Emery, A. M., Professor of Mathematics, elected in 1867; B. J. Hawthorne, Professor of Languages, elected in 1873; E. B. McElroy, Principal of Preparatory Department, elected in 1875.

TUITION, PER TERM OF THREE MONTHS.

Primary Department, \$6 00; Preparatory, \$10 00 to \$12 00; Collegiate, \$13 00 to \$15 00.

The prospects of the College are brighter now than ever before.

GRACE CHURCH PARISH SCHOOL.

This school, located in Astoria, was established in 1870, and is under the control of the Rector. It posses property worth \$1,000; but it depends on tuition for income. It opens for the reception of students on the first Monday in September of each year, and has three terms of thirteen weeks each. The tuition is \$7 per quarter.

INDEPENDENT GERMAN SCHOOL.

The Independent German School was founded February 24, 1870, by a number of German citizens, incorporated in July, 1870, and is located on Ninth and Morrison streets, Portland.

The Independent German School Association has control of it. There are three Trustees, elected for three years, and five Directors, elected for one year, chosen by ballot.

The value of the buildings is \$2,000; of the grounds, \$5,000; of apparatus, etc., \$750.

The sources of revenue are monthly dues by the members of the Association and tuition fees.

The school year begins the first week in August, and closes the last week in June, and is divided into two terms.

In regard to the studies, the German language is taught in its various branches, also English. No child is admitted under six years of age.

John Reisacher is President.

JEFFERSON INSTITUTE

Was founded by the citizens of Jefferson and vicinity, at Jefferson, Marion county, Oregon, A. D. 1856. It is situated on the Oregon and California Railroad, and on a dry plot of ground on the left bank of the Santiam river, ten miles above its confluence with the Willamette. The stream is two hundred yards wide, and navigable for boats about half the year.

The Institute is not a denominational school. Any person may become a member by paying \$50 to the endowment fund.

The members meet on the first Friday in April of each year to elect five trustees to hold office for three years, the Board consisting of fifteen members, and it is their duty to transact all business for the Institute. They elect three of their number as Directors, to have a constant oversight of the school.

There has been almost a constant school since its founding, having lately a roll of about one hundred pupils. The annual income of the school is about \$1,600. The endowment fund is about \$4,000, and the amount drawn from the public fund is somewhat more than the interest on the endowment fund.

The Institute has a frame building, two stories high, erected at a cost of \$3,000.

The design of the Board of Trustees is to keep a Professor of Mathematics and other sciences, also Latin and Greek, in order to afford the facilities for an advanced education. The most advanced class in mathematics at present is in Loomis' Higher Algebra and Robinson's Conic Sections. The class in Latin is reading in Cæsar. We have no class in Greek at present. French and Drawing will be taught this coming winter.

The Trustees have recently procured charts for teaching Physiology and Natural History, and Wilson's School Charts, together with outline maps and globes, the whole costing about \$75 00.

The situation of the school, taking into consideration the good morals of the people and the exemption from miasmatic diseases, make it a desirable place for a school.

Average attendance for the last year has been about seventy.

Tuition for primary department of fourteen weeks, \$5 50; Intermediate, \$8 50; Academic, \$12 00.

Board can be had from \$2 00 to \$3 50.

Thos. G. Taylor is Principal.

LA CREOLE ACADEMY,

Located in Dallas, is one of the oldest academies in the State, having been chartered by the Territorial Legislature with the title of "La Creole Academic Institute."

It possesses a tolerably good building, and extensive and beautiful grounds.

The course of study extends from the primary branches to the sophomore year in colleges. The rates of tuition are from \$4 50 to \$10 per term. The proceeds of its en-

dowment are applied upon the tuition of all students, and decrease these rates about one-third.

Since 1874 the Academy has been under the principalship of S. F. Bennett, and is in a flourishing condition.

McMINNVILLE COLLEGE,

McMINNVILLE, OREGON.

This is the Baptist College of Oregon; it was chartered in 1859. The course of study is broad and thorough, and added to a thorough classical and scientific course the College aims to give thorough religious instructions, so that all students graduating from this school shall bear through life an unblemished character and use their improved talents for the glory of God and the good of humanity. The College is in a prosperous condition. It is entirely out of debt, and has excellent and beautiful grounds, with an endowment of over \$20,000. The Board of Trustees have lately called G. J. Burchett to the presidency of the College, and D. C. Latourette, a graduate of the present year at Forest Grove. Also, Miss Lizzie Baker, of Salem, Oregon, has been secured as assistant teacher.

The present school year has already begun, and that under the most encouraging circumstances; indications favor a very full attendance. The school year opened August 28, and closes June 3, 1879. The entire course is alike open to young ladies and young men. The College has a primary department, in which thorough work is done in laying the foundation for a College course. An Academic or Normal course can be pursued by any who may desire to do so.

This College has also made provisions for a good course in Theology for those studying for the ministry, or any

others who may wish it. Students, approved by their churches, and studying for the ministry, have free tuition.

Tuition in the Primary Department, \$5 00 per term; in the Academical course, \$7 00; and in the College course proper, \$10 00 per term.

The buildings that we now have are not as commodious and suitable as our school demands, but the increasing interest on the part of the denomination in this school promises buildings in every way suitable for the school and all its work. Arrangements are also being made for increasing the endowment fund.

Our apparatus cost one thousand dollars. Our library is small, containing only one hundred volumes, but there is a hopeful move in the direction of securing a large and valuable collection of books.

MEDICAL DEPARTMENT OF WILLAMETTE UNIVERSITY:

This Medical College, the only professional school of the Pacific Coast, north of San Francisco, was organized as a department of Willamette University, Salem, Oregon, in 1867, commencing its first course of lectures on March 3d, 1867, and continuing in successful operation ever since.

Many important modifications, suggested by experience or demanded by necessity, have been made during the twelve years of its existence. At all times, however, the course of study, faculty of instruction, requirements in order to graduation, etc., etc., have conformed, in all respects, to the advancements of Medical Science and to the rules and regulations of the American Medical Association.

The College possesses a good chemical laboratory, a supply of physiological charts, a complete set of anatomical models, etc. The medical books used are: Gray and

Wilson, in Anatomy; Flint, Dalton, Draper and Carpenter, in Physiology; Stille, Beck, U. S. Dispensatory and Waring's Therapeutics, in *Materia Medica*; Beck, Wharton, and Taylor in Medical Jurisprudence; Bowman and Rand, in Medical Chemistry; Redford, Hodge, Cazeau, Churchill and Thomas, in Obstetrics and Diseases of Women, etc.; Flint, Aitkin, Wood, Watson, Niemayer and Tanner, in Practice of Medicine; Gross, Erichsen and Hamilton, in Surgery; Maclese, in Surgical Anatomy; Stellwag and Trotsch, in Ophthalmology and Aural Diseases; Beale and Carpenter, in Microscopy; and Parkes' Practical Hygiene, in Hygiene.

The Degree of Doctor of Medicine (M. D.) has been conferred upon eighty-three graduates, and that of Doctor of Pharmacy (Phar. D.), on three, most of whom are now successfully engaged in the work of their professions within the State or adjoining Territories. Besides these, the honorary degree of M. D. has been conferred upon eight medical gentlemen, and the degree of *ad eundem* upon one.

Lectures begin regularly on the third Tuesday in December and close on the third Tuesday in June. The prerequisites to graduation are three years' study of medicine, with two full courses of lectures, a satisfactory thesis, and an approved examination, together with such other requirements as are usual in regular medical colleges.

The fees are: Matriculation, \$5; each course of lectures, \$120; demonstrator's ticket, \$10; and graduation fee, \$30.

The following constituted the Faculty for the College session of 1877-78:

T. M. Gatch, A. M., Ph. D., President of the University.

L. L. Rowland, M. D., LL. D., Dean of the Medical Faculty.

D. Payton, M. D., Professor of Obstetrics and Diseases of Women and Children, with Clinical Midwifery.

Jas. M. McAfee, M. D., Professor of Surgical and Descriptive Anatomy.

D. M. Jones, M. D., Professor of Materia Medica and Therapeutics.

L. L. Rowland, A. M., M. D., Professor of Physiology and Microscopy.

A. Sharples, A. B., M. D., Professor of Principles and Practice of Surgery.

G. H. Collier, A. M., Professor of Chemistry and Toxicology.

Philip Harvey, M. D., Professor of Pathology and Practice of Medicine, with Clinical Medicine.

J. A. Richardson, M. D., Professor of Hygiene.

Hon. Rufus Mallory, U. S. District Attorney, Professor of Medical Jurisprudence.

At the conclusion of the last session the College, by a unanimous vote of the Faculty and concurrence of the Board of Trustees, was removed to Portland, as a more suitable location for such an institution.

The Faculty for the ensuing College year is as follows:

T. M. Gatch, Ph. D., President of the University.

D. Payton, M. D., Emeritus Professor of Obstetrics and Diseases of Women and Children.

L. L. Rowland, M. D., Emeritus Professor of Physiology and Microscopy.

A. Sharples, M. D., Professor of the Principles and Practice of Surgery.

Wm. H. Watkins, M. D., Professor of the Theory and Practice of Medicine.

R. Glisan, M. D., Professor of Obstetrics and Diseases of Women and Children.

P. Harvey, M. D., Professor of General and Surgical Pathology, and Adjunct Professor of Diseases of Women and Children.

O. P. S. Plummer, M. D., Professor of Materia Medica and Therapeutics.

W. H. Saylor, M. D., Professor of General and Surgical Anatomy.

R. G. Rex, M. D., P. C., Professor of Organic and Inorganic Chemistry.

D. Payton, M. D., Professor of Physiology and Physiological Anatomy.

J. W. McAfee, M. D., Professor of Diseases of the Mind.

D. M. Jones, M. D., Professor of the Science of Hygiene.

J. A. Richardson, M. D., Professor of Diseases of the Eye and Ear.

M. P. Deady, LL. D., Professor of Medical Jurisprudence.

Wm. Jones, M. D., Demonstrator of Anatomy.

PACIFIC UNIVERSITY.

Pacific University had its proper beginning in 1853, when the "College Society" gave assurances that it would assist and ultimately endow a college in Oregon. In 1853 we were all sanguine of the rapid development of this region, and it did not seem premature to launch the enterprise and secure, as was done in the winter of 1853-4, a charter for Pacific University.

It soon became apparent, however, that the pledges of the society amounted to little more than general approval, and that it could not be depended on, in the use of its own agencies, in the way of support. This was discovered by

the writer upon his return East, in 1859, when, after thoroughly viewing the situation and resources of the Society, he attempted--although the very excellent and devoted Secretary of the Society disapproved--to attempt to raise a definite endowment of \$20,000 on his own responsibility. The opposition of the Society and the inherent difficulties of the work made it wearisome and slow, so that more than two years and a half passed before it was completed. In doing this, there was no intention, as was supposed, of attacking or injuring the Society, but only to get funds for the college. Relations with the Society have since been harmonious.

In the same way additional endowments were subsequently secured, so that there now are \$65,000 of permanent funds, and other large endowments in prospect. An effort is also well under way for securing a building fund. These funds give the only substantial grounds for confidence in the stability and growth of the University.

The actual work of up-building the college has had the usual difficulties, besides others peculiar to itself. Its struggles, growth and development amid these make a *history* which I cannot now give. As the funds were given for a *Christian College*, so it has been our constant and prayerful purpose to make it such. While seeking to further the general interests of education, it has been a constant object to furnish to the worthy encouragement and helps for gaining a *liberal* education. It has been expected and maintained that this could only be secured by thorough instruction by teachers and hard work by scholars. Able teachers have always been employed and good work done; but, in 1867, with enlarged endowments, the number of the Faculty was increased, and there have since been employed five permanent teachers, besides assistants,

and we have prepared to attend fairly to all the departments of a college education.

For admission to the regular College course, we now require, besides the ordinary English and Mathematical preparation, about one year of study in Greek, and somewhat over two years in Latin. There has been almost yearly graduations since 1863, when the degree of A. B. was first conferred, in some of the University courses. Thirty-five in all have received their first degrees.

While our funds have been given in nearly equal amounts by Presbyterians and Congregationalists, it was with the explicit understanding that it should be under no sectarian control, and the Trustees have given bonds that it shall remain thus independent.

Our location is unsurpassed in the State for beauty and healthfulness; it is accessible by railroad, and as the country becomes settled, it will be found more and more a central spot. The library numbers over 5,000 vols., and considerable collections have been made in different departments of Natural History.

The following are the Faculty at present: Rev. S. H. Marsh, D. D., President and Professor of Intellectual Philosophy; Rev. Horace Lyman, A. M., Professor of Rhetoric and History; Geo. H. Collier, A. M., Professor of Mathematics; Jos. W. Marsh, A. M., Professor of Latin and Greek; J. D. Robb, A. B., Principal of Academy; Miss Mary E. Mack, Preceptress; J. W. Marsh, A. M., Librarian; Miss Sarah Bowlby, Teacher of Music.

PHILOMATH COLLEGE.

This institution is situated upon the west side of the Willamette Valley, at the gap in the Coast Range whence

the Mary's river flows down into the Willamette to the east, and the Yaquina and Elk rivers flow down westward into the sea. Its air is wholesome, its waters sweet, and its scenery inspiring. It is surrounded by a wide and fertile farming and grazing region, and it is only seven miles from shipping on the Willamette. In addition to this, a railroad is projected from Albany to the Yaquina bay, and Philomath is a station.

The object of the institution is to surround the youth with strong moral influences while thorough and practical instruction is imparted.

The number of the Faculty is five. The number of courses is three—the Scientific, the Classical, and the Ladies' course. The latter is a scientific course, with Latin and belles lettres. These courses embrace the same courses of instruction given in our first-class Colleges. There is also a Commercial and Phonographic department.

The school is controlled by a Board of Trustees, elected by the Oregon Annual Conference; and such a trustee holds office three years.

The number of graduates last year was two; the year before, six. An association of Alumni was formed last year, and a successful entertainment given.

There is a general fund of about \$1,000, and an available fund of endowment of about \$16,200. The interest upon this, together with the proceeds of tuition bills, goes toward paying teachers.

The College buildings are commodious and substantial, being chiefly of brick, and were erected and finished at a cost of about \$12,000. The furniture and apparatus necessary to the teaching of the subjects of a college course are supplied.

During the last year a good geological and mineralogical cabinet have been collected, and much interesting miscellaneous cabinet besides.

During the last year a commodious Boarding Hall has been erected and put into successful operation. It cost \$3,000.

During the last year the friends of the institution provided for the publication of a paper by the College. Such provision amounted to about \$1,100.

The Faculty during the last year was as follows: Rev. Wayne S. Walker, A. M., President and Professor of Mental and Moral Sciences and Languages; Henry Sheak, M. S., Professor of Natural Sciences and Mathematics; Miss Mary F. Lawrence, A. M., Principal of Preparatory Department, and Miss Minnie Allison, Assistant.

Last year was the most successful in the history of the school.

Very respectfully,

W. S. WALKER.

ST. HELEN'S HALL,

PORLAND.

This institution was founded by Bishop Morris, of the Episcopal Church, in the year 1869. It is a boarding and day school for girls, conducted by the Misses Rodney, under the general supervision of Bishop Morris. The average attendance of pupils is from 130 to 140. There are engaged in this school from 10 to 14 teachers and masters. It claims to provide a refined and Christian home for its boarders, and to give to all the advantages of a thorough and finished education, and the influences of the society of intelligent Christian ladies. It has large and well appointed buildings, occupying a block of ground, in a quiet

part of the city of Portland, and is exerting a good influence upon the daughters of this State, as well as of the adjoining Territories. It opens this year with a larger number of pupils than is usual, and with an increase in the number of teachers.

ST. MICHAEL'S COLLEGE.

This institution, for the higher education of young gentlemen, is located in the city of Portland, and is under the auspices of the Catholic Church.

The Faculty consists of the Rev. A. J. Glorieux, President and Professor of Natural Science, Mathematics and Languages; H. Nelson, Assistant Professor of Mathematics and Geology; J. Kane, Assistant Professor of Literature and Elocution; Rev. B. Orth, Professor of German.

This institution, situated as it is, in the principal city of the northwest, affords superior facilities for obtaining a thorough classical, scientific and commercial education.

TERMS:

The rates of tuition will be graded according to the standing of each pupil, and will be rated at such nominal prices as will be within the reach of every Catholic, thus placing the school upon a permanent basis, and extending to every pupil the advantages of a thorough Catholic education.

Primary Department, per term of eleven weeks.....	\$5 00
Junior	7 00
Senior.....	9 00

SCHOOL AND COLLEGE ASSOCIATION OF NATURAL HISTORY.

Officers—Thomas Condon, Eugene, President; P. S.

Knight, Salem, Secretary; O. B. Johnson, Salem, Curator.

At the annual State Teachers' Institute for 1876 a paper was presented and read on "Natural History in Schools," by Prof. A. J. Anderson, Principal of the Portland High School, that created much favorable comment, and finally resulted in the organization of the above Society, that since that time has kept steadily growing until it now has a membership of nearly one hundred, including most of our prominent educators and scientific men. It is not a mere technical Natural History Society for the purpose of securing a cabinet alone, but the purpose, as set forth in the Constitution, in addition to the collecting, studying and exchanging of specimens, is "to encourage and assist the rational study of Nature by the pupils of our schools," thereby making it an educational institution in its true sense. The benefits arising from the study of Natural History, especially by the youth, is no longer a mooted question, so that any lengthy argument would be superfluous.

To show the plan of the Society, the Constitution is given below, with the assurance that the details of the work are in the hands of competent and zealous officers:

CONSTITUTION.

ARTICLE I.

The name of this organization shall be the "Oregon School and College Association of Natural History."

ARTICLE II.

The purpose of this organization shall be: First—To collect, study and exchange specimens in Natural History, and thus contribute toward a Natural History Survey of the State. Second—To encourage and assist the rational study of Nature by the pupils of our schools. Third—To obtain for

the schools with which its members are connected suitable cabinets of specimens for study and reference. Fourth—To form a State Museum.

ARTICLE III.

Any teacher in any school or college, or any person desiring to study Natural History in any branch, may become a member by signing the constitution and paying annually to the Secretary the sum of two dollars.

ARTICLE IV.

The officers of this organization shall consist of a President, Secretary and Curator, to be elected annually, who shall constitute a standing executive committee.

ARTICLE V.

It shall be the duty of the President to preside over all meetings of the Association. It shall be the duty of the Secretary to keep a record of the operations of the Association, and of all matters of scientific interest connected with its work; to receive and disburse all moneys, and to report the same at each annual meeting of the Association. It shall be the duty of the Curator to receive and care for all specimens sent in by members, to classify those undetermined, and to review the classification of such as may be named when received; to redistribute the named specimens in sets to those by whom material has been contributed, so as to give each his due proportion, including in each set as great a variety of species as can be selected from the whole amount sent in, retaining one set of all specimens sent in as the property of the State Museum.

ARTICLE VI.

It shall be the duty of members each to collect and prepare objects of Natural History in his own locality, and to encourage, in all practical ways, similar work by the pupils under his control; to transmit the specimens so obtained to the Curator of the Association, at the center of exchange; to receive and care for all specimens returned in place thereof; to hold those for the use of the school with which he is at the time connected, and to transfer them to his successor in such school; provided, that teachers may own such collection individually, when school officers will not provide for the permanent care of the same. Members will be expected to carry into effect, as far as possible, the requests and suggestions of the Executive Committee respecting the kind and number of specimens to be collected in the several departments, the manner of preparation and shipment, and such other matters as the said committee may have in charge.

ARTICLE VII.

It shall be the duty of the Executive Committee to assign to each member of the Association such portion of work as may be most for the general good, consistent with his seeming ability to perform the same; and also issue all necessary letters and circulars of instruction and direction as to preparing the specimens collected.

ARTICLE VIII.

The Association shall meet once every year to elect officers, to receive the report of the Secretary, and to transact any other business proper at such place and time.

ARTICLE IX.

This constitution may be amended at any regular meeting by an affirmative vote of two-thirds of all the members present.

SISTERS' INSTITUTIONS OF LEARNING.

Literary and religious Institutions, conducted by the Sisters of the Most Holy Names of Jesus and Mary, in Oregon:

St. Mary's Academy, Portland, established 1859, and incorporated 1866, Rev. Sister Mary, Provincial and Superior. Professed Sisters, 18; Novices, 2; average number of pupils, 100; boarders, 22.

St. Joseph's Hall, Portland, a female orphan asylum, Rev. Sister Mary Francis, Directress. Pupils, 60; orphans, 30.

Academy of the Sacred Heart, Salem, Rev. Sister Mary of the Sacred Heart, Superior. Sisters, 12; number of pupils, 100; boarders, 20.

Academy of Mary Immaculate, Dalles, Rev. Sister Mary Assumption, Superior. Sisters, 4; number of pupils, 60.

St. Paul's Academy, St. Paul, Rev. Sister Mary Peter,

Superior. Sisters, 5; number of pupils, 45: boarders, 20.

St. Mary's Academy, Jacksonville, Rev. Sister Mary Angel, Superior. Sisters, 4; number of pupils, 50: boarders, 9.

Notre Dame Academy, Baker City, Rev. Sister Mary-Justina, Superior. Sisters, 4; number of pupils, 30.

Mater Dolorosa Mission, Grand Ronde Reservation, Rev. Sister Mary Perpetua, Superior. Sisters, 4; number of pupils, boys and girls, 70.

The Sisters in charge of these establishments consider themselves conscientiously bound to respond to the confidence which parents and guardians place in them, by giving their pupils a Christian and virtuous education, strictly attending to their intellectual improvement, cultivating that refinement of manners which will adapt them for society, and giving them that physical care which they would receive under the parental roof. Pupils of all religious denominations are equally received, and all interference with their convictions is scrupulously avoided.

STATE UNIVERSITY OF OREGON.

This institution, located in Eugene, was organized in 1876.

BUILDINGS AND GROUNDS.

Including the north and south porticos, the building is 112 feet in length and 57 feet in width. Without the porticos its length is 80 feet. In height, it consists of a basement of 11 feet, one-half above ground; a first and second story of 16 feet each; and a third story of 18 feet, surmounted by a Mansard roof. The first story contains 7 rooms. This was the only part of the building that was

finished when accepted by the Commissioners. Apart from the outer walls, the work and material upon this floor is not good and will soon need repair.

With the State aid two large winding stairways have been constructed from the first floor to the third. Four large and handsome class rooms have been finished upon the second floor for the use of the Collegiate department, while the whole of the third story has been furnished as an auditory or chapel. The outer walls of the building are of brick and appear to be substantially and well built. All the partition walls are of wood. It is hard-finished throughout. The site is a commanding and attractive one. It consists of a square of 18 acres, upon a gentle elevation southeast of and adjoining the town of Eugene. Immediately to the south of this there is a tract of 30 acres which ought to be added to it. By this means there would be ample room and verge within the University grounds for residences for the Faculty, lodging houses for the students, a garden, grove and campus.

DEPARTMENTS.

The University comprises two departments, the Collegiate and Preparatory.

THE COLLEGIATE DEPARTMENT.

All candidates for admission into this department will be required to pass an examination in the following studies:

Reading.	Elementary Algebra.
Writing.	English Grammar.
Orthography.	Geography.
Practical Arithmetic.	History of United States.
Higher Arithmetic.	

Students entering Classical Course, will be examined in the Greek Grammar and Reader, the Latin Grammar and Reader, and four Books of Cæsar. Students entering the Scientific, or the Normal course, will be examined in the above mentioned English branches only.

The Collegiate Department furnishes three courses of study—the Classical, the Scientific, and the Normal.

These courses of study will, from year to year, be raised and extended as fast as students are prepared to receive such higher courses.

DEGREES.

The degree of Bachelor of Arts will be conferred upon all students who have completed the prescribed course of study; and the degree of Bachelor of Science upon all who have completed the Scientific Course. Bachelor of Arts of three years standing, may receive the degree of Master of Arts, provided, that since graduation they have sustained a good moral character, and pursued some literary or scientific calling.

LITERARY SOCIETIES.

There are two Literary Societies—the Eutaxian and the Laurean—connected with the University, having a common library of 600 to 800 volumes.

THE PREPARATORY DEPARTMENT.

This department has been organized to supply the existing want of suitable preparatory schools in the State, and, therefore, may not become a permanent feature of the University. For the present, candidates for admission to the Preparatory Department will be examined in the following studies:

Orthography—Pacific Coast Speller.

Reading—Through the Third Reader.

Writing—Must write a good hand.

English Grammar—To Syntax.

Geography—Through Elements.

Practical Arithmetic—To Interest.

Course of study in the Preparatory Department will be extended through two years, and will embrace those studies necessary to fit a student for the Collegiate Department of the University.

THE SCHOOL AND ATTENDANCE.

During the past year the school has been satisfactorily carried on for two terms, of twenty weeks each, with John W. Johnson as President and Professor of the Ancient Classics; Mark Bailey, Professor of Mathematics; Thos. Condon, Professor of Geology and Natural History; Mrs. Mary P. Spiller, Principal of the Preparatory Department, and Miss Elizabeth Boise assistant therein. It commenced on September 17, 1877, and closed on June 21, 1878. The attendance was as follows :

FIRST TERM.

Collegiate Department.

Males.....	56
Females	37
	—
	93
On free scholarships.....	56
Paid.....	37
	—
Total.....	93

Preparatory Department.

Males.....	57
Females.....	61
Total	118

SECOND TERM.

Collegiate Department.

Males.....	42
Females	30
Total	72

Preparatory Department.

Males.....	49
Females	46
Total	95

Whole number enrolled in both departments during the year.....378

During the year students attended the Collegiate Department on free scholarships, from the several counties of the State, as follows:

Benton	4
Coos.....	2
Clackamas.....	1
Clatsop.....	1
Douglas	4
Jackson.....	1
Lane	7
Linn.....	7
Marion	1
Multnomah.....	12
Polk.....	2
Umatilla.....	1
Union.....	2
Wasco.....	4
Yamhill	7
Total	56

INSTRUCTION AND CLASSES.

The instruction given during the year is suggested by the following list of classes and studies:

At the first term in the Collegiate Department there were eleven classes in Latin and Greek, averaging ten persons to the class; nine classes in Algebra, Geometry, Trigonometry, Natural Philosophy and Astronomy, averaging fifteen persons to the class; ten classes in Physical Features, Physiology, Mineralogy, Botany, Geology, Rhetoric, History of Civilization, Mental Science and Political Economy, averaging seventeen persons to the class.

Second term—Nine classes in Latin and Greek, averaging thirteen persons to the class; eight classes in Algebra, Geometry, Trigonometry and Surveying, Calculus, Philosophy and Astronomy, averaging thirteen persons to the class; eight classes in Zoology, Botany, Geology, Paleontology, International Law, History of Civilization, General History and Constitution of the United States, averaging nine persons to the class.

At the first term in the Preparatory Department there were eleven classes in Arithmetic, History of the United States, Reading, Elocution, Grammar, Writing, Geography and Language, averaging forty-six persons to the class, besides weekly exercises in Composition and daily in Calesthenics. The average daily attendance was one hundred.

Second term—Twelve classes in Grammar, Dictionary, Elocution, Arithmetic, Spelling, Writing, Geography, Language and Reading, averaging twenty-four persons to the class, besides weekly exercises in Composition and daily in Calesthenics. The average daily attendance was seventy-six. During the year students in the Collegiate De-

partment recited in Grammar and Arithmetic in the Preparatory Department.

These facts show the importance of the Preparatory Department as a nursery and training ground for the Collegiate. It is also of financial importance, paying its own way and materially assisting to pay the expenses of the Collegiate Department.

WORK OF THE SCHOOL.

The report of the President of the University for the second term of the year states: "The deportment of the students in both the Collegiate and Preparatory Departments has been very satisfactory, no case requiring discipline having occurred. The Professors and teachers have aimed at securing a high order of scholarship, and the students, with but few exceptions, have worked earnestly and faithfully during the term. The examinations just concluded have been thorough, covering the entire curriculum of the term, and the subject matter of each author has been taken up by sections and the knowledge of every student has thus been fully and fairly tested."

THE GRADUATING CLASS AND EXERCISES.

A class of four males and one female was graduated in the scientific course this year. The graduating exercises were very creditable, and attracted favorable attention and comment.

The address to the class on the occasion and the beautiful and appropriate poem read upon the planting of the first class tree in the college campus, together with a catalogue for the year, have been printed, by order of the Regents, in pamphlet form.

THE FACULTY.

John W. Johnson, A. M., President of the University and Faculty, Professor of Greek and Latin.

Mark Bailey, A. M., Professor of Mathematics.

Thomas Condon, A. M., Professor of Geology and Natural History.

PREPARATORY DEPARTMENT.

Mrs. Mary P. Spiller, Principal.

Miss Elizabeth Boise, Assistant.

A SUGGESTION BY PROFESSOR CONDON.

Of the working of the State University, and of its services to the cause of education in Oregon a just estimate may be formed on reading the lately published biennial report of the President of the Board of Regents; but there is a phase of its work of which that report does not speak, to which the department of public instruction may properly call public attention. I refer to the help it gives to the public schools.

Although it has been in operation but two years, the School Superintendents of the neighboring counties bear cheerful testimony to the amount of this help already realized.

A glance at the published curriculum of that institution will explain why this help is so soon felt. One of its three courses of study is styled "Normal Course," and is especially designed to aid as rapidly as possible teachers who may be unable to take a full college course. This Normal course aims to cover the ground ordinarily occupied by State Normal Schools, and might easily and

economically be made to do this Normal work for our State.

It would hardly be economical to attempt a separate State organization for this work; for whatever effort might be necessary to endow such a school elsewhere, would be doubly efficient here. Besides, whatever collections the State of Oregon may ever make in Zoology, Botany, Mineralogy, or Geology, will naturally be entrusted to the care, and consigned to the use of the State University; and the experience of the best educators assign to the influence of such collections, as material for thought, and for illustration, a large efficiency in the hands of faithful, zealous teachers.

There are now, and will doubtless always continue to be, other colleges to develop in their way, special features of education; to the State University the people of Oregon will naturally look for such practical aims and efforts that teachers may ever find in its halls the quickest and best outfitting for their noble work.

UMPQUA ACADEMY.

This Academy, located at Wilbur, Douglas county, was founded in 1854 and chartered in 1857. The school is under the supervision and management of a Board of Trustees, whose minimum number is nine. The Trustees are elected by the Oregon Conference of the M. E. Church. The grounds and buildings are valued at \$7,000; but the school has no permanent endowment fund. Rev. J. H. Skedmore is principal, and he is assisted by a corps of competent teachers.

WILLAMETTE UNIVERSITY.

This widely and favorably known institution of learning is located in our Capital City. It was established and opened in 1844, as the "Oregon Institute," with Mrs. C. E. Wilson as Principal; and it was chartered, with all the privileges of a university, in 1853, under the name of Willamette University. Rev. Francis Hoyt was appointed, by Bishop Ames, the first President of the University. The charter provides that the Trustees shall be chosen by the Oregon Conference of the M. E. Church.

The University owns beautiful and extensive grounds, a large, commodious and substantial college edifice, a good philosophical and chemical apparatus, an extensive library and a valuable cabinet of natural history. These will compare favorably with those of older institutions east of the Rocky Mountains.

There are two regular courses of study in the Literary Department—the Classical and the Scientific; the former including higher Mathematics, Natural Science, Latin, Greek, and at least one modern language: the latter requiring the same as the former, excepting a part of the Latin and all the Greek. The degree of Bachelor of Arts is attained by ladies and gentlemen completing the Classical course, and that of Bachelor of Science by those finishing the Scientific. The degree of Master of Arts may be conferred in course upon every Bachelor of Arts of three years' standing, who may be deemed worthy.

The scholastic year commences on the first Monday in September.

SALARIES.

President, per annum.....	\$2,000
Professors of Mathematics and Natural Science, per annum, each.....	1,500
Preceptress, per annum	750
Teachers in the Academic department, per annum, each.....	700

TUITION, PER TERM.

Common English.....	\$ 9 00
Higher branches.....	12 00
Collegiate.....	15 00

With extra charges for instruction in Instrumental Music, German, French, Telegraphy, etc.

The Literary Societies—Concordia, Hesperian, Alka and Athenæum—possess commodious halls, comfortably and tastefully finished and furnished. These societies furnish a most excellent method of supplementing the instructions of the professors. They are strictly under the control of the Faculty, and are designed to be contributive to the general plan and work of the University.

Students enrolled during year ending June 13, 1878:

COLLEGIATE.

Classical.....	25
Scientific	23
Preparatory.....	119
Academic.....	74
Medical.....	26
Pupils in Music, not counted above.....	32
 Total	300
Tuition collected during the year.....	\$4,238 30

FACULTY.

T. M. Gatch, Ph. D., President and Professor of Mental and Moral Philosophy.

Geo. H. Collier, A. M., Professor of Mathematics and Natural Science.

Ellen J. Chamberlain, B. S., Preceptress and Teacher of Modern Languages.

Mrs. Joseph Holman, Teacher in Academic Department.

Ella M. Allen, Teacher of Music.

Hon. James Walton, Teacher of Elocution.

